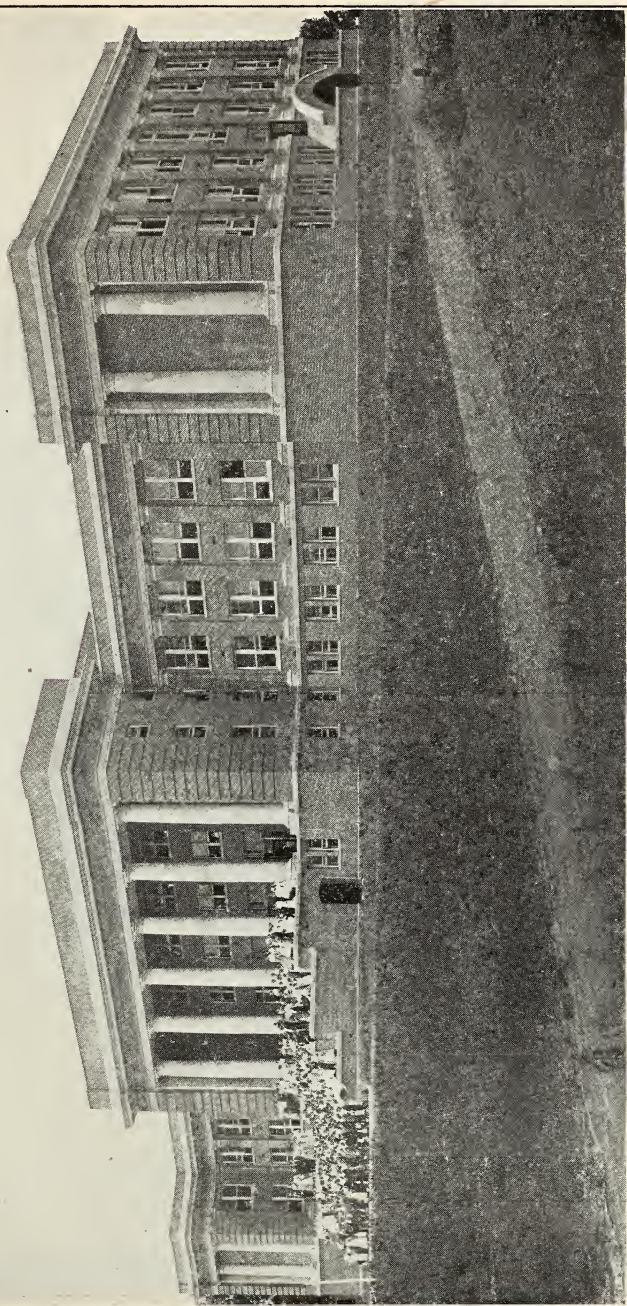
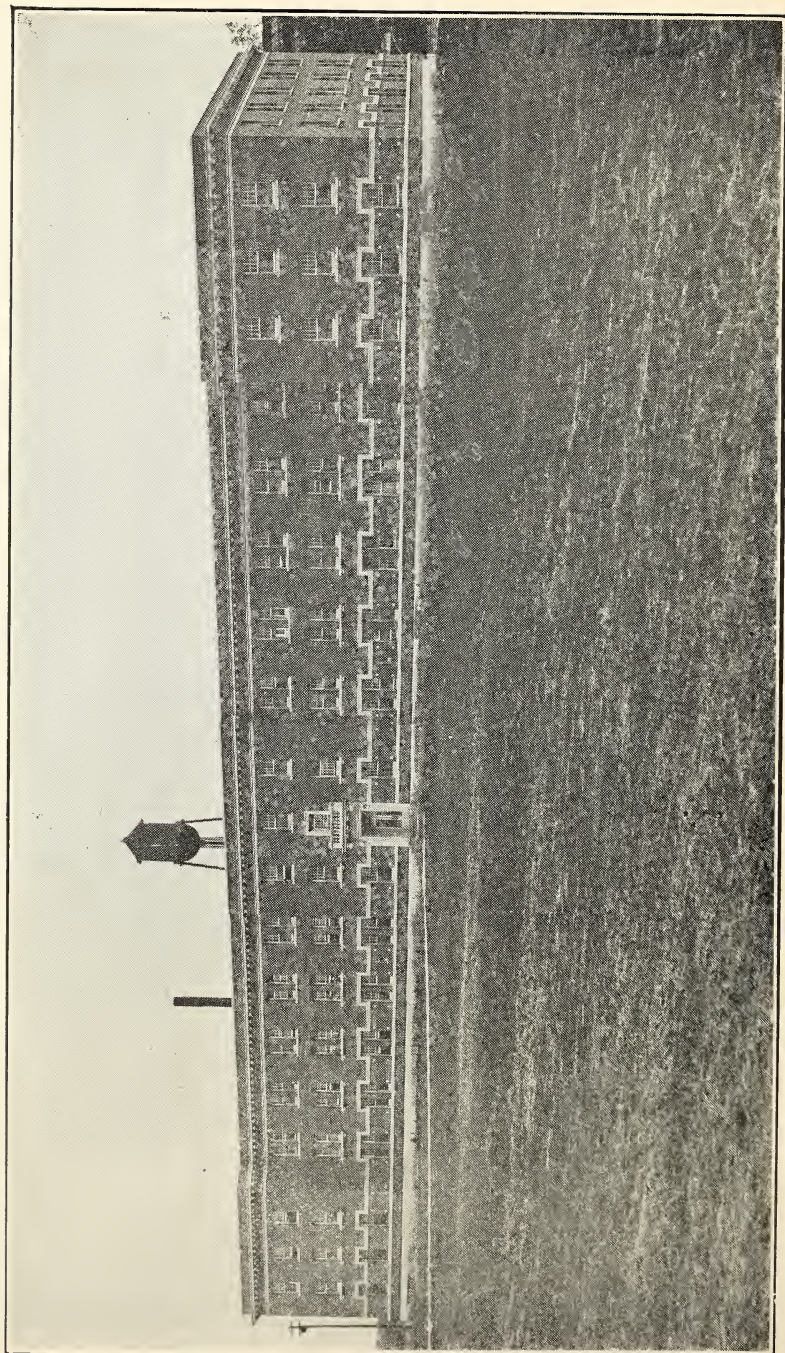




MAIN BUILDING.



SUMMER SCHOOL GROUP.



ELIZABETH MYNDERS HALL.

The State Normal School for West Tennessee

MEMPHIS, TENNESSEE

Will Begin Second Year on Monday,
September 15th, 1913

A STATE SCHOOL FOR THE TRAINING OF TEACHERS

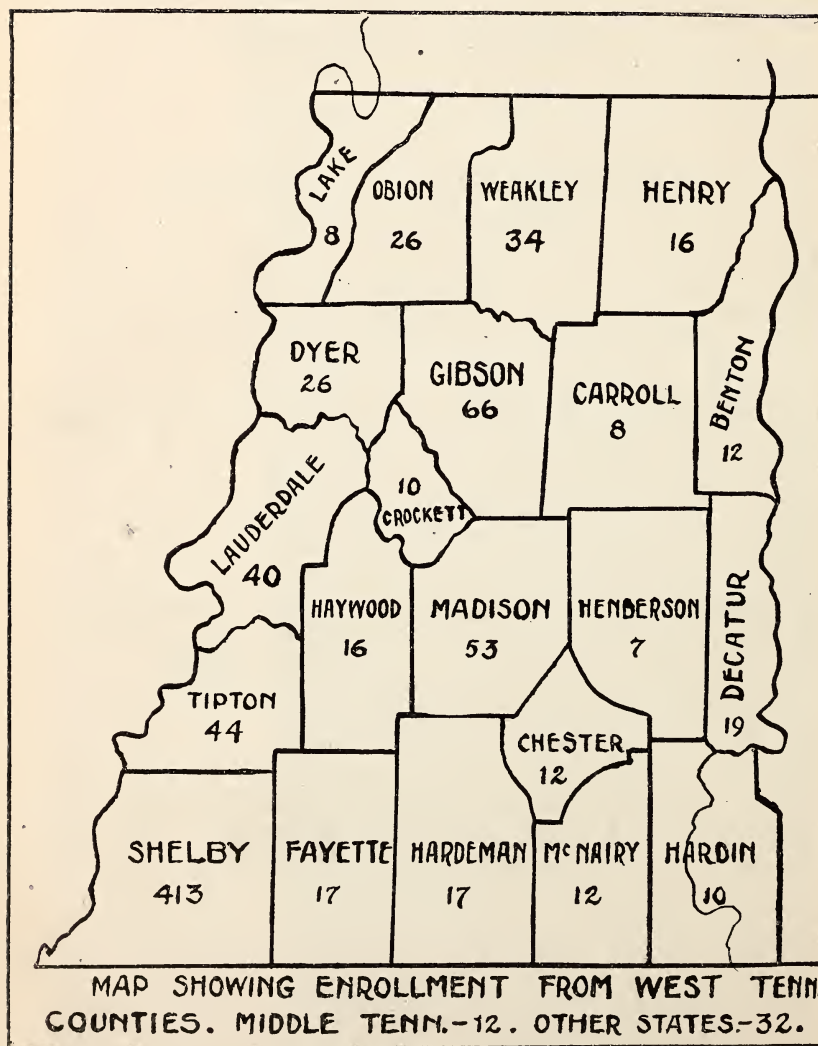
\$500,000 SPENT IN BUILDINGS AND EQUIPMENT

ALL BUILDINGS STRICTLY FIRE-PROOF
HEATED BY STEAM AND
LIGHTED BY ELECTRICITY

TUITION FREE AND BOARD AT COST

MANUAL TRAINING
DEPARTMENT

Map of West Tennessee, Showing
Enrollment by Counties.



Calendar, 1913-1914.

FALL TERM.

September 15, Monday—Registration and Classification of New Students.

September 15, Monday—Observation and Practice School Opens.

September 16, Tuesday—Class Work Begins.

December 19, Friday—Fall Term Ends.

WINTER TERM.

January 5, Monday—Registration and Classification of New Students.

January 6, Tuesday—Class Work Begins.

March 20, Friday—Winter Term Ends.

SPRING TERM.

March 23, Monday—Registration and Classification of New Students.

March 24, Tuesday—Class Work Begins.

June 5, Friday—Spring Term Ends.

SUMMER TERM, 1914.

June 8, Monday—Registration and Classification of New Students.

June 9, Tuesday—Class Work Begins.

July 17, Friday—Summer Term Ends.

STATE BOARD OF EDUCATION.

Governor Ben W. Hooper, President.....	Nashville
State Superintendent John W. Brister, Secretary.....	Nashville
Mr. C. C. Hanson.....	Memphis
Hon. A. L. Todd.....	Murfreesboro
Hon. Harry A. Luck.....	Nashville
Superintendent R. L. Bynum.....	Jackson
Dr. Samuel H. Thompson.....	Athens
Hon. M. H. Gamble.....	Maryville

COUNTY SUPERINTENDENTS.

County.	Name.	P. O. Address.
Benton	M. L. Hardin.....	Camden
Carroll	D. T. Barnhill.....	Huntingdon
Chester	N. B. Hardeman.....	Henderson
Crockett	T. E. Lowery.....	Alamo
Decatur	G. L. Wortham.....	Decaturville
Dyer	R. M. Grills.....	Dyersburg
Fayette	D. K. Donnell.....	Macon
Gibson	J. B. Cummings.....	Trenton
Hardeman	J. D. Turner.....	Bolivar
Hardin	C. A. Lowe.....	Savannah
Haywood	F. R. Ogilvie.....	Brownsville
Henderson	W. H. Dennison.....	Lexington
Henry	Joe Routon	Paris
Lake	R. C. Donaldson.....	Tiptonville
Lauderdale	G. G. McLeod.....	Ripley
McNairy	Aaron Brooks.....	Selmer
Madison	W. A. Malone.....	Jackson
Obion	C. L. Ridings.....	Union City
Shelby	Miss Mabel Williams.....	Memphis
Tipton	L. E. Gwinn.....	Covington
Weakley	Syl Fisher	Sharon

FACULTY.

SEYMOUR A. MYNDERS, President—Education.

A. B. University of Tennessee, 1880. Post-Graduate work U. of T. Teacher in Rural Schools; President Odd Fellows' College, Humboldt, 1882-1884; Principal Lexington Academy, 1885-1889; Principal Masonic Institute, Hartsville; Principal High School, Jackson, Tenn.; Superintendent Jackson City Schools, 1889-1903; State Superintendent Public Instruction of Tennessee, 1903-1907; President, Association Southern State Superintendents, 1903-1907; Superintendent City Schools, Knoxville, Tenn., 1907-1911; Lecturer on Education Summer School of South, 1907-1911.

T. B. LOGGINS, Dean—Mathematics.

A. B. Glasgow Normal School; A. M. National Normal University; 1886-89, Teacher Higher Mathematics, Edgewood Normal School; 1889-1912, President Dickson College; 1889-1911, Conductor State Institutes, Tennessee.

V. S. BRIGHT, Agriculture.

B. S. A. University of Tennessee, 1907. Teacher in Rural Schools, 1898-1902; Student U. of T., 1903-1907; Student-Assistant in Horticulture U. of T., 1904-07; Teacher of Agriculture, Science and Mathematics, Hamilton County High Schools, 1907-10; Teacher of Agriculture and Science, Grove High School, 1910-12.

ELEANOR BONNER, Assistant in English.

A. B. Stanton College, 1904; Student Peabody College for Teachers, 1905; Principal Eau Gallie, Fla., High School, 1905-06; Teacher Nashville Public Schools, 1906-12; Special Student University of Chicago, 1907; Instructor State Institutes, Tenn., 1910-11; Student Teachers' College, Columbia University, 1912-13.

MISS HELEN BUQUO, Domestic Science, Home Economics, Etc.

A. B. Cumberland University, 1898; Student Cincinnati Art Academy, 1900-03; Private Teacher, 1904-07; Student Home Economics Department, University of Tennessee, 1907-08; Assistant in Domestic Science Summer School of the South, 1908; Teacher of Domestic Science in Secondary Schools, 1908-10; Assistant in Drawing University of Georgia Summer School, 1910; B. S. Columbia University and Teachers' College Diploma, 1912.

JOSEPH A. COTTON, Bursar and Secretary.

Private Pupil under Jos. Byers; Peabody State Institutes; County Superintendent of Tipton County twenty years.

HEBER B. CUMMINGS,

Assistant in Education.

B. S. West Tennessee Christian College, 1906; B. A. Valparaiso University, 1910-11; Pg. B. Valparaiso University, 1912; B. A. Yale University, 1913; Principal High School, Trenton, Tenn., 1908-09.

MISS LILLIAN DODD,

Assistant in Domestic Science and Domestic Art.

B. S. University of Tennessee, 1906; B. S. Teachers' College, Columbia University, 1910. Teacher of Domestic Science in Tyner High School, Hamilton County, Tenn.; Teachers' College, Columbia University, 1913.

MISS JENNIE DE SHAZO,

Piano and Theory.

Graduate Northwestern University School of Music; Student of Piano and Theory with Arne Oldberg and P. C. Lutkin, Evanston, Illinois; Student of Piano with Mrs. W. P. Chapman and Frieda Siemens, Concert Pianist; Instructor of Piano and Theory for twelve years at Bolling-Musser Music Studios, Memphis, Tennessee; Student of Piano with Xaver Scharwenka, Klindworth-Scharwenka Conservatory and Martin Kraus, Sternberg Conservatory, Berlin, Germany.

MISS MARY ELIZABETH HERRON,

Primary Methods and Elementary Science.

Prescott High School, 1895; Chicago Summer School, 1900; Summer School of the South, 1908; Teacher in Prescott High School, 1895-1902; Primary Teacher Memphis Schools, 1902-12; Instructor in State Institutes, 1900-11.

MISS WILLIE C. JOHNSON,

Latin and Greek.

A. B. Vassar College, 1895; Teacher in Higbee School, 1895-96; St. Mary's School, 1902-08; Studied in Europe, 1908-09; Teacher of Latin, Memphis High School, 1896-1902, and 1909-12; Student of Classical Studies in Rome, 1910.

PRIESTLEY HARTWELL MANNING,

Physics and Physiography.

Graduate Peabody Normal College, 1882; Instructor and Professor Montgomery Bell Academy, 1882-1903; A. B. University of Nashville, 1901; A. M. University of Nashville, 1901; Student in Summer School of Harvard University four summers; Graduate Student University of Chicago, two and one-half years, at intervals; Professor of Physics and Geology University of Nashville, Peabody College, 1903-11.

C. PERRY PATTERSON,

History.

A. M. Southern Normal University, 1901; Principal of Schools, Hardin and Henderson Counties, 1901-08; County Superintendent Henderson County, 1904-06; President West Tennessee Educational Association, 1905-

1906; Assistant in English, Peabody College, Summer Term, 1908; President West Tennessee College, 1910-11; A. B. and A. M. Vanderbilt University, 1911; Instructor in Literature, Vanderbilt University, 1910-11; Graduate Student, University of Chicago, 1911-12.

MISS MARY PETTUS THOMAS,

Modern Languages.

A. M. Baylor College, 1899; Instructor in French, German and Spanish, Brownsville Female College, 1891 to 1896; Professor Modern Languages, Paylor College, Texas, 1899-1912; 1900 and 1910 Student in France, Germany, Italy and Spain.

MISS RUTH THOMAS,

Expression.

Graduate Department of Expression, Galloway College, 1910; Private Pupil Emerson School of Expression, Special Lessons under Southwick; Teacher of Expression in High Schools in West Tennessee.

W. E. VAUGHAN,

English.

Peabody College, 1900; Master's Diploma in Education, Teachers' College, N. Y., 1911; A. M. Columbia University, 1911; Graduate Student, Vanderbilt University, 1900; University of Chicago, Summer, 1901; Teachers' College and Columbia University, 1910-12; Graduate Scholarship, Teachers' College, 1911; Superintendent City Schools, Mo., 1893-97; Conductor Summer Institutes, Missouri and Arkansas, 1894-1899; Associate Professor of English, Missouri State Normal School, 1905-11.

HANOR A. WEBB,

Chemistry.

University of Nashville, 1904-1908, A. B., *ibid*, 1908; University of Chicago, 1910-1912, A. M., *ibid*, 1911; Assistant in Chemistry, University of Nashville, 1906-1908; Taught in Private Schools, 1908-1910; Assistant in Chemistry, University of Chicago, 1910-1911; Senior Assistant, in Charge of General Chemistry and Elementary Organic Laboratories, University of Chicago, 1911-1912; Assistant in Science and Education, West Tennessee State Normal, 1912-1913; Head Department of Chemistry, *ibid*, 1913.

ARTHUR WALLERSTEIN,

School Music.

Holy Cross College, Dresden; Graduate Royal Conservatory of Music, Dresden, Germany, and Royal Conservatory of Music, Berlin, Germany; Instructor London Organ School, London, England; Northumberland College of Music, England; Director of Orchestras, Hull, England, College of Music; Instructor Teachers' Course, Normal Department, Northwestern Conservatory of Music; Conductor Memphis Symphony Orchestra.

J. M. WATTERS,
Head Commercial Department.

Master of Accounts and Bachelor of Science, Union University; Hall-Moody Institute; Bowling Green Business College; Bennett Institute, Philadelphia; Gregg School of Chicago; Teacher in High Schools and Colleges in Tennessee and Florida; Instructor in Bowling Green Business College; Principal Commercial Department, Hall-Moody Institute.

CLYDE HUBERT WILSON,
Manual Training and Director of Athletics.

Graduate Hickman College, Hickman, Ky.; A. B. Miami University, Oxford, Ohio; Graduate of Manual Arts Department, Ohio State Normal College, Oxford; Holder of State Certificate to Supervise Manual Training, State of Indiana; for two years Head of Manual Arts Department and Director of Athletics in Eastern Kentucky State Normal School, Richmond.

MISS CHARL ORMOND WILLIAMS,
Assistant in Mathematics.

Teacher in Rural Schools; Principal Bartlett Secondary School, 1905-06; Principal Germantown High School, 1906-1912; Chautauqua, N. Y., Summer School, 1905-06-10-12; University of Colorado Summer School, 1909.

CHARLES B. IJAMS,
Mathematics (Summer Term).

W. M. McLAURINE,
Education (Summer Term).

E. L. HALL,
Scholarship Assistant in History.

MISS VERMONTA WILSON,
Scholarship Assistant in Latin and Greek.

MISS LIZZIE NORMENT,
Matron.

MRS. SARAH PERKINS,
Housekeeper.

BULLETIN
CATALOGUE NUMBER
STATE NORMAL SCHOOL
FOR WEST TENNESSEE

Entered at Postoffice, Memphis, Tenn., as second class
matter, May 22, 1912, under Act of July 16, 1894.

VOL. 2.	MEMPHIS, TENN., JULY 1, 1913.	No. 2.
----------------	--------------------------------------	---------------

The second year of the West Tennessee State Normal School will open on Monday, September 15, 1913, at 9 a.m.

PURPOSE OF THE SCHOOL.

The General Education Law of 1909, which created the West Tennessee State Normal School, clearly defined the purpose of its establishment. This was declared to be "for the educational and professional training of teachers for the public schools of the State." It attempts to give those who attend it the education, discipline, training and skill that will best prepare them for teaching in the public schools of Tennessee.

It is with this purpose in view that the selection of its teachers has been made and courses of study arranged, that laboratories and libraries have been equipped and that observation and practice schools are conducted.

In the preparation for teaching three general principles are recognized as essential:

- (1) Thorough scholarship.
- (2) The study of education as a science.
- (3) Observation and teaching under expert supervision.

These principles are fundamental and guide in all that relates to the work of the Normal School.

As the purpose of this school is to prepare teachers to meet fully the demands made for more efficient and practical in-

struction in the public schools, the State Normal School has equipped extensive laboratories for the teachers of Chemistry, Physics, Biology and kindred subjects. It has also provided elaborate equipment for the teaching of Domestic Science, Household Economy and all that pertains to efficient home-making. In Manual Training a thorough course in well-planned work-shops has been provided. In Scientific and Practical Agriculture, we are prepared to give instruction, not only in class room and laboratories, but on a large farm that will be used for experimental and demonstration purposes. In the academic course of study a complete four-year high school course and two collegiate years is offered. In the high school work and review of elementary school work, the subjects will be taught in a most thorough and practical way, and at the same time every part of every branch taught will be presented with the special view of teaching how to teach it to others. In short, the work of this school will be to fit teachers in every way for the very best professional work.

Terms of Admission.

STATUTORY PROVISIONS.

Under the provisions of the law establishing the State Normal School, all white males or females, resident in the State of Tennessee and not under sixteen years of age, are eligible for admission, provided they shall pledge themselves to teach in the schools of the State, within six years after leaving the school, for as long a time as they shall have attended the school.

HEALTH.

No applicant will be admitted who cannot furnish evidence of being physically sound, free from contagious or infectious disease, and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher.

CHARACTER.

Every applicant for admission must present a certificate of

good moral character signed by a responsible person. The State is under obligation for the professional training of no person that is not qualified to exert a wholesome spiritual influence upon the lives of children.

SCHOLASTIC REQUIREMENTS.

For admission to the Academic Course the applicant must have completed the elementary school course. For admission to the Normal Course, graduation from an accredited high school of the first class, or equivalent scholarship, is required. Work done in an approved high school or college will be accredited for advanced standing, but the certificate or diploma of the State Normal School will not be awarded for less than one year's resident work.

FEES.

Tuition is entirely free to all students resident in Tennessee. Students not resident in Tennessee are required to pay a tuition fee of twelve dollars for each term of twelve weeks, and six dollars for the Summer Term. The registration fee is payable by all students. This fee is two dollars for each term of twelve weeks, and two dollars for the Summer Term of six weeks. All fees must be paid before matriculation.

COURSES OF STUDY.

The State Normal School offers two regular courses, as follows:

1. The Academic Course of four years of thirty-six weeks each. This course is to prepare teachers for the elementary schools, and for admission to it, the applicant must have finished at least the elementary course prescribed for the public schools of the State.

At the completion of the course the student is given a certificate, which is accepted as a license to teach in the elementary public schools of any county in Tennessee without examination, or which will admit to the Normal Course in any of the State Normal Schools.

2. The Normal Course of two years of thirty-six weeks each. This course is to prepare teachers for the public schools of the State, and for admission to it the applicant must have finished

the course prescribed for the certified county high schools of the first class, or for city high schools requiring four years for graduation and approved by the State High School Inspector; the Academic Course of any of the State Normal Schools, or some course requiring equivalent scholarship, to be determined by examination.

The completion of the Normal Course entitles the student to a diploma, which is a life certificate of qualification to teach in any of the public schools of the State except High Schools of the first class, under the regulations mentioned below.

NORMAL SCHOOL CERTIFICATES.

At a regular meeting of the State Board of Education held January 11, 1912, the following regulations governing the issuance of certificates by the State Normal Schools were adopted:

1. Students who complete the prescribed work in the Academic Course in the State Normal Schools will be given a certificate signed by the State Superintendent and the President of the Normal School, which shall entitle the holder, without examination, to a teacher's certificate for the elementary schools in any county in the State, and good for four years, subject only to the general regulations prescribed by the State Superintendent for Reading Circle Work, and attendance at teachers' institutes and associations. At the expiration of the four years such certificate shall be made a life certificate on the recommendation of the chairman of the board of education and the county superintendent of schools of the county in which such teacher was last engaged, and the President of the State Normal School from which the teacher received his certificate; provided the holder shall have remained continuously in school work as a teacher.

2. Students who complete the prescribed work in the Normal Course in the State Normal School will be given a diploma signed by the President of the State Board of Education, the State Superintendent, and the President of the Normal School, which shall entitle the holder, without examination, to a teacher's certificate for any public school, except High Schools of first class, in any county in the State, and good for four years, subject only to the general regulations of the State Superin-

tendent for Reading Circle Work and attendance at teachers' institutes and associations. At the end of the period for which such certificate is granted, it shall be made a life certificate on the recommendation of the county superintendent of schools in the county in which the applicant was last engaged, the President of the Normal School from which the teacher received his certificate, and the State Superintendent, provided the holder shall have remained continuously in school work.

3. The State Superintendent is authorized to prepare and have printed suitable and proper certificates and blanks as provided for in the above regulations.

GENERAL INFORMATION.

The Southern Railroad has a depot, called NORMAL, located on the school grounds. Pupils should, if possible, when leaving home, buy tickets and check baggage to NORMAL. If this cannot be done, then upon arrival at New Union Station, Memphis, buy ticket and check baggage to NORMAL. Pupils who come on the I. C. will transfer to New Union Station and then buy ticket and check baggage as above. Then take street car and transfer to Normal School line. This will bring you direct to the school and save an expensive transfer.

ROOMS.

It is very important that those who expect to attend the Normal School write the President and have rooms reserved as soon as it is definitely determined to attend. Arrangements will be made for all who come, but rooms will be reserved in the order in which applications are received. The rooms in the Dormitory are more convenient, and doubtless more economical than in private homes, hence, the importance of early reservation. Only two girls will be assigned to a room.

WHAT PUPILS FURNISH.

All heavy furniture needed in the rooms is furnished by the School. Single beds are used exclusively. Pupils furnish their own pillows, bed linen, bed covers, towels, etc.

HOW TO ENTER.

First—Pay to the Bursar all fees for term of twelve weeks

and secure his receipt for same.

Secondly—Go to the office of the Dean and fill out registration card. Assignment of studies will then be made by the Entrance Committee, and the chairman of the Entrance Committee will give the student a matriculation card which will admit the holder to all classes named thereon.

Thirdly—Secure all needed text books and begin work at once.

EXPENSES.

As previously stated, there are no tuition charges to students who are residents of Tennessee. All students pay a registration fee of two dollars for each term of twelve weeks, and one dollar for the summer term. The dormitory will be run on the co-operative plan, and students will be charged the actual cost of board, which will not be more than from \$10.00 to \$12.00 per month. The room rent for pupils boarding in the dormitory will be \$2.00 per month for each occupant. The faculty will give special attention to the expenses of students to the end that all may be comfortably cared for at a minimum cost. There is room in the woman's building for two hundred and twenty young women and rooms will be reserved as spoken for in advance. Good lodging and board can be had in private homes at a reasonable cost.

The students rooming in the dormitory should bring the following articles: Towels, bed linen, blankets and a pillow. Students living in the woman's dormitory will be required to keep their own rooms in order and the Matron or Lady Principal will make daily inspections.

TOTAL EXPENSES FOR A TERM OF TWELVE WEEKS.

Board (in advance).....	\$31.50
Room rent (in advance).....	6.00
Registration (in advance).....	2.00
Total	<u>\$39.50</u>

Students not residents of Tennessee will pay twelve dollars tuition.

ALL FEES MUST BE PAID ON ENTRANCE.

ALL CHARGES ARE MADE ON BASIS OF FOUR WEEKS TO THE MONTH.

EQUIPMENT.

More than twenty-five thousand dollars has been spent in laboratory equipment. The physics, chemistry and biology departments are furnished with all apparatus necessary for each pupil to conduct individual experiments. This apparatus is all of the latest type, most of it being imported from Germany. Thirty cook ranges and twenty sewing machines have been installed in the Domestic Science Department. The Manual Training Department has been equipped with all tools and materials necessary for properly teaching the Industrial Arts. Arrangements have been made for an excellent working laboratory for the investigation of scientific agriculture. At an early date an experiment station will be established for the study of animal husbandry, horticulture, poultry raising, etc. The Book-keeping Department has been installed in ample quarters and provided with several typewriters and all appliances necessary for instruction in accounting, with special reference to rural conditions. Special attention is given in the Commercial Department to stenography and typewriting. Messick School, a suburban school, has been set aside as the pedagogical laboratory. Here pupils observe teaching in the elementary school branches conducted by experts. Only the seniors will be permitted to do practice teaching. The student will have access to the library of several hundred well-chosen books.

GENERAL REGULATIONS AND SUGGESTIONS.

Students must comply cheerfully with these and any other regulations made by the faculty.

Pupils should not keep money in their rooms. They should deposit their money with the Bursar, who in turn will deposit same in a Memphis bank. They may check on the Bursar for small amounts when needed. Pupils will be encouraged to be economical.

Pupils should notify the President two or three days before arrival, so rooms may be reserved for them. Efforts should be made to arrive in Memphis in the day time. A member of the faculty will meet new students at the station if the exact time of the arrival of train is given. The Normal School street car, leaving Main and Madison street every thirty minutes, will

take pupils to the Normal building. Baggage should be checked plainly, care of West Tennessee State Normal School, Normal, via Memphis, Tenn.

Unless excused by the President, students must be present at all general exercises of the school. They must present in writing to the teacher the cause of absence at any recitation.

No student shall discontinue a study except for good cause, of which the department teacher, head of the department, and the President shall be the judges.

Students leaving school without completing their studies and without taking final examinations will receive no credit for work done. Upon re-entering the school they must take examinations on the studies not completed before they can pursue work of a higher rank.

Girls must not leave the grounds without the consent of the Matron, nor are they permitted to go to town unless accompanied by a chaperon. Girls must not receive company on school days. Certain times will be set aside for the social affairs, and student must conform to these regulations.

Athletic teams must not lose time from school in making athletic trips.

Pupils are urged to enter school at the beginning of the term. If they enter after work has progressed to any considerable extent they are placed at a great disadvantage.

All pupils are urged to attend the church of their choice at least once each Sunday. Many of the churches of the city are within walking distance of the school, and all may be reached in a short time by street car.

Pupils upon reaching school should report at once to the office, where they will be furnished with proper blanks for registration. The faculty will gladly assist students in making out registration and schedule cards.

All heavy furniture needed in the rooms is furnished by the school. Single beds are used exclusively. Pupils furnish their own pillows, bed linen and bed cover.

HEALTH.

The State Normal School has closed its first year and out of over two hundred girls boarding in the Dormitory there has not

been a case of serious illness. In fact, we have had but six doctor's visits, and in no case did the doctor have to return. The location is high and the water pure. We have all of the advantages of the country, and yet are in easy access to the city.

LOCATION.

The location for the State Normal School plant is all that could be desired. The site embraces eighty-one acres of land on the highest point in Shelby County. It is seven miles from the city, on the Southern Railroad, and connects with the city by a regular street car line also. We have all the advantages of the city and yet none of its disadvantages. The buildings are located on an elevation which drains naturally in all directions. The water is supplied from an artesian well four hundred feet deep and is pumped daily into a steel tank which is one hundred and thirty feet from the ground. This gives us a complete system of water works, not excelled by any city. The water has been analyzed and pronounced pure except that it has strong traces of iron and magnesia. The community has been free from typhoid and malarial fevers for many years. The school has a splendid sewerage system which takes care of all the buildings. In short, we are offering all the conveniences of the city and are retaining all the advantages of the country.

All of our buildings are strictly fire-proof, being built of brick, stone and concrete, and are heated with the very latest system of steam heating. The main building is a modern structure with over fifty rooms, and is equipped with all modern appliances for laboratories and other demonstration and practical teaching. It is three hundred and thirty-eight feet long, with a depth of about one hundred and fifty feet. The building is furnished throughout with the best that money could buy.

WOMAN'S DORMITORY.

The Woman's Dormitory is a magnificent fire-proof structure, three hundred feet long, and one hundred feet wide, with three wings and three stories in height. It contains one hundred large bed rooms, a large parlor, special quarters for the Matron and a splendidly equipped infirmary. In each bed room is a

lavatory with hot and cold water. A bath room with Tennessee marble trimming, tiled floor and hot and cold water is provided for every seven students. Every room in the building is an outside room, and all the sanitary arrangements are modern. Each room is furnished with shades, a rug, table, dresser, chairs, single brass bedsteads, mattresses and springs. The kitchen and dining room are supplied with modern equipment and are sanitary in every respect.

For the Matron of the Woman's Dormitory, we have selected a splendid Christian woman, with experience in nursing and housekeeping. She will be given all necessary assistance and will not only look after the boarders' comforts but the health and habits of all pupils. While we trust to be free from sickness on account of our splendid location, yet if we should have it, the use of our infirmary will be free and the Matron will be able to look after the sick as well as in any infirmary in the country.

ROOMS FOR YOUNG MEN.

A number of rooms have been set apart in the main building for young men, and will be equipped just like those in the Women's Dormitory, but no young men will be permitted to room in the dormitory. Additional rooms have been reserved for men in residences near the Normal School. We hope to build a men's dormitory during the coming year.

The buildings of the State Normal School have been erected largely through the generosity of Shelby County and the City of Memphis. The county gave \$200,000 and the city \$150,000. The plans were selected by the State Board of Education, and the work done under the direction of a sub-committee of that body, consisting of Mr. J. F. Hunter of Memphis, R. L. Bynum of Jackson, with State Superintendent J. W. Brister and President Seymour A. Mynders, ex-officio, and Mr. C. C. Hanson and Judge J. P. Young representing the interests of the city and county.

TRAINING SCHOOL.

The Training School Department is authorized by the requirement that each Normal School "shall have connected with it one or more practice and observation schools, in which shall

be taught at least all the subjects prescribed for the primary schools of the State." This department will consist of a kindergarten, elementary school, and high school, conducted by the head of the department, assisted by special teachers and critic teachers. The work is planned to give skill in teaching under the direction of expert supervision. Students who expect to graduate are required to give attention to such special courses in this department as may be prescribed, for through such courses they will not only be enabled to observe scientific methods of management and teaching, but to put into practice and acquire skill in the principles and methods known to be sound through the experience and research of leading educators.

SCHOOL ORGANIZATIONS.

Encouragement will be given to the organization among the students of a Young Men's Christian Association, a Young Women's Christian Association, literary societies, athletic associations, choral classes, and other organizations that promise to contribute to the purpose and life of the school.

POSITIONS.

The school authorities of the State will look to the Normal Schools for assistance in finding teachers. This demand will be met. Students who make satisfactory records will be placed in good positions, and school boards desiring to employ the best teachers will be given every possible assistance. To properly care for this field of usefulness a Committee on Teachers' Positions will be appointed, and the services of this committee will be absolutely free of cost to schools and school officials and to all students of the Normal Schools.

Even before the school opened we had a large number of requests to supply teachers of different grades at good salaries. The demand for special teachers for Manual Training, Domestic Science and Art and Scientific Agriculture, Science teachers who can do laboratory work and for Kindergarten and Primary Departments has been very great.

BETTER SCHOOLS.

The public schools of Tennessee need better teachers. With

the large increase in school revenues in recent years, this demand has become more imperative, and with it has come the demand for better schoolhouses and more modern courses of study. The Normal Schools stand for all these larger and better things, and will assist in the preparation of teachers for more efficient service, so that the life and activity of our people may be made fuller and more productive.

CO-OPERATION.

The heartiest co-operation of County Superintendents and Boards of Education is essential if the Normal Schools are to do the largest good for the public schools of the State. This co-operation can be made effective by urging the attendance of teachers and young men and young women who expect to become teachers, and by the promise of preference in employment to those who prepare themselves for better work by attendance on the Normal Schools. This co-operation is invited, and the Normal Schools, in return, pledge their best service and support to all the public school authorities of the State.

ATHLETICS.

Believing in the saying, "All work and no play makes Jack a dull boy," the Normal School offers an opportunity to participate in the various forms of athletics. Representative teams are chosen and contests scheduled in football, basket ball, baseball and track.

The teams are under the direction of a member of the faculty who was an active participant in athletics while in college and who has since successfully coached prep school teams. Students who are deficient in class work are not allowed to represent the institution on teams and no time must be missed from recitations for athletic sports.

During the past season the baseball team made an exceptional record, losing only two out of fourteen games, played with some of the strongest teams in West Tennessee. By defeating each of the four competing school teams in Memphis the Normal School boys won the City Interscholastic Championship.

In addition to the various athletic teams, four tennis courts

have been provided where students may find recreation almost the year round.

SPECIAL ADVANTAGES.

In addition to the usual school advantages we will be able to offer our pupils a number of opportunities that we consider especially valuable.

All of the large libraries of the city of Memphis have offered free use of their books and buildings to the students of the Normal School.

Over one hundred of the leading business and manufacturing enterprises of the city have offered free inspection and study of their business methods and plans to classes of Normal students accompanied by teachers.

In addition to our own Model or Observation School, which has over three hundred and fifty pupils of different grades, we will have the advantage of observing teaching and management in the splendid public school system in the city of Memphis. The various classes and buildings will be open free for the observation and study of pupils of the Normal accompanied by teachers.

In the selection of a faculty we have looked for specialists in the various departments, and eighty per cent of our teachers spent the year before opening in special preparation in such institutions as Teachers' College, New York, and University of Chicago, while others were studying in Europe. We opened with a faculty of twenty trained and experienced instructors, and additions are being made as rapidly as needed.

HYGIENIC ANALYSIS OF THE WATER SUPPLY OF THE WEST TENNESSEE STATE NORMAL.

The water used for all purposes by the West Tennessee State Normal School comes from an artesian well bored to a depth of 450 feet, and is pumped daily into a large storage tank.

PHYSICAL PROPERTIES: Temperature—The water comes from the well at a temperature of 62.63 degrees Fahrenheit, and is usually slightly turbid. (Turbidity in artesian water is of no hygienic importance—Lunge, Technical Methods of Chemical Analysis.) The turbidity of this water is due to the existence of iron in the form of ferrous hydrogen carbonate,

which, due to the release of pressure, and exposure to the air, precipitates brown iron hydroxide. The water is odorless, but with a distinct taste if iron.

CHEMICAL COMPOSITION: Its principal constituents are present in the following proportions:

Total Solids—Unfiltered water ..102.0-125.8 parts per million
Filtered water 97.3 parts per million

The material in suspension, as referred to above, has therefore varied in the different analysis from 4.7 parts to 28.5 parts per million. This variation does not bear any apparent relation to the rainfall of this locality.

Hardness—Temporary hardness, 45.5 degrees, corresponding to 65.0 parts of calcium carbonate (limestone) per million. Permanent hardness, 21.0 degrees, corresponding to 30 parts of calcium carbonate per million.

“Degrees of hardness” signify grains of calcium carbonate per gallon. The total hardness is 66.5 degrees, corresponding to 95 parts of calcium carbonate per million. Water of 50 degrees is called “hard.” This water is therefore to be termed “very hard.” Hardness in drinking water has no particular physiological effects.

Oxygen Consumption: By the use of a suitable reagent (potassium permanganate) the organic matter in water will be oxidized. The measurement of the amount of oxygen required is an indication of the amount of pollution, if any. This test is of extreme hygienic importance. The samples of water analyzed consumed from .82 to .87 parts of oxygen per million.

This is a very small amount—a figure of three times this value being hygienically acceptable.

Ammonia: Another indication of pollution is the presence of large amounts of “free” ammonia, from decayed substances, and of “albuminoid” ammonia from decayed animal and vegetable material.

Free ammonia2 parts per million
Albuminoid ammonia06 parts per million

Dangerous contamination is only proved by amounts of ammonia many times larger than exist in these samples.

Iron: The constituent exerting the most positive influence on

the health of the users of this water is the iron—17.6 parts per million—nearly one-fifth of the total solids. This amount is as much as is contained in some “iron waters” sold on the market.

Other constituents of little hygienic importance are found as follows:

Chlorine 11. parts per million

Sulphates 3.36 parts per million

Carbonic acid, free..... trace

Nitrites trace

Nitrates, lead, sulphur or deleterious substances, none.

Bacteriological examinations carried out at various times and at different points of the water system showed wide variations, as expected. The maximum count was around 500 colonies per cubic centimeter—the minima were only a few per cubic centimeter. Under certain conditons, several thousand bacteria per cubic centimeter in drinking water is not considered excessive.

The conclusions reached concerning this water are that the almost entire absence of organic matter indicate that there are no sources of pollution, and that the tonic properties of its iron should render it decidedly beneficial to its users.

Analysis and report made by

H. A. WEBB,

Dept. of Chemistry, West Tennessee State Normal.

Course of Study.

CREDITS.

The unit of credit is the equivalent of one recitation a week for one term, twelve weeks. In all special subjects, such as cooking, sewing, writing, drawing, industrial arts, and all laboratory work, the "credit" is the equivalent of two recitations a week for one term.

The minimum requirements for the completion of the Academic Course are 240 "credits," of which 208 are prescribed and 32 elective, as follows:

First Year—Prescribed Credits, 52; Elective, 8.

Second Year—Prescribed Credits, 55; Elective, 5.

Third Year—Prescribed Credits, 51; Elective, 9.

Fourth Year—Prescribed Credits, 50; Elective, 10.

For the completion of the Normal Course, one hundred credits are required, of which forty are prescribed and sixty elective, as follows:

Junior Year—Prescribed Credits, 21; Elective, 25.

Senior Year—Prescribed Credits, 19; Elective, 35.

The subjects in the regular courses will be included in the work of the Summer Term, and, in addition, review courses will be conducted in all the subjects taught in the elementary and secondary public schools of the State.

Credit will be given for all work done during the Summer Term on the basis prescribed for the regular school year, or one "credit" for two recitations a week for the term of six weeks.

SPECIAL COURSES.

Students who have had at least one year's successful experience in teaching, or special students who are not candidates for graduation, may have a special course prescribed by the President, but no special course will be permitted that requires less than the usual amount of work.

DEPARTMENTS.

All the courses given in the Normal Schools are distributed among the following departments:

1. Education.
2. English, including Public Reading and Speaking.
3. History.
4. Mathematics.
5. Science.
6. Languages, including Latin, French and German.
7. Manual Training.
8. Agriculture.
9. Domestic Arts and Sciences.
10. Training School, including Vocal Music, Drawing, Practice Teaching, Kindergarten and Methods.
11. Commercial Course, including Bookkeeping, Stenography and Typewriting.

DETAIL COURSE OF STUDY.

DEPARTMENT OF EDUCATION.

PROF. MYNDERS.

MR. CUMMINGS.

MR. WEBB.

MISS HERRON.

Education.—III a. Elementary Psychology.

This course will take up in order the following topics: (1) A rapid review of the physiology of the nervous system; (2) Sensation; (3) Consciousness and attention; (4) Perception, memory, thought; (5) Feeling and emotion; (6) The will.

The fundamental laws of these mental processes will be discussed, and their pedagogical aspects considered. As far as time will permit, illustrative laboratory experiments will be carried out.

Text: Halleck's "Psychology and Psychic Culture."

Recitations, four periods per week; four credits.

School Management.—III c.

This course will include a study of the fundamental problems of School Management, the Philosophy of Discipline, the Recitation, School Buildings and Grounds, School Government, etc.

Text. Dutton's School Management.

Three times a week; three credits.

Primary Methods—Ac. IV a, b.

Reading—The aim of this course is to give a comprehensive knowledge of all the methods of teaching reading. Special attention is given to the Eclectic Method. Students who take observation and practice teaching have opportunities to see the presentation of reading matter and how the co-operative reading-language lesson is developed. Plans for teaching supplementary reading—what to use and how to use it—are taught.

Arithmetic is taught through constructive measuring. This course develops number concept through measures, linear, surface and solid. The value of the method is shown in the observation school.

Primary Number Manual by Bigelow and Boyden is used as text.

Language and Composition—The content for work in language, both oral and written, is given in nature study and in story-telling. The methods used aim to make words real vehicles of expression for the child. The cultivation of the linguistic powers of children is given special attention and means helpful to this end are taught, beginning with the use of nursery rhymes, conversation lessons and phonic drills in the first grade. The work of training the linguistic conscience and cultivating linguistic powers is carried on by the use of stories.

Story telling is further used for correlation with card-board construction, drawing, and dramatization. A knowledge of how to select stories for specific purposes and how to tell stories to children is an important part of the equipment of a primary teacher. Therefore, this subject receives a large share of attention.

In the work in primary methods are given suggestions as to appropriate songs and how to use them; writing in the first grade; hand work, and games.

Three periods a week, two terms; six credits.

Education—Course IV a, b. History of Education.

A study of the methods and theories of education from the earliest times to the present day. Emphasis is laid upon the social conditions of each period. The lives of leading educators of each age are reviewed, and especial attention is paid to whatever permanent influence his writings and work have had on educational thought and practice, especially at the present time.

Text: Kemp's "History of Education."

Recitations, three periods a week; six credits.

Education—Course IV c. History of Education.

Brief course for those who take primary methods.

Three periods a week; three credits.

Education—Course Junior b. General Psychology.

A course combining three distinct but correlated features; a discussion of the various laws of the mental processes; laboratory demonstrations demonstrating these laws, using, in most instances, members of the class

as subjects; application of these laws to pedagogical problems, and discussion of collateral reading on pedagogical subjects. The course will comprise a rapid review of the physiology of the nervous system, sensation, consciousness and attention, perception, memory, thought, the emotions.

Text: Titchener's "A Primer of Psychology."

Recitations, four periods a week; four credits.

Education—Course Junior c. General Psychology. A continuation of Course Junior b.

The following topics will be considered in this course: The higher emotions; complex action; abnormal psychology. Problems relating to the abnormal child as found in the school-room will be thoroughly discussed. The characteristics of dream-consciousness, the phenomena of suggestion (hypnotism, telepathy, mental therapy, etc.), and the various forms of insanity will be carefully studied, making free use of reference works.

Same text as above.

Three periods a week; six credits.

Education—Course Senior a, b. Educational Psychology.

A consultation course in the principles and methods of study. The various factors involved in proper study; application of psychological laws to school-room instruction. This course will deal in a general way with many of the topics discussed specifically in Child Study, School Management, and General Psychology. These subjects are prerequisites.

Text: McMurray's "How to Study."

Recitations, three periods a week; six credits.

Education—Course Senior b and c. School Administration.

Lecture course; three periods a week; six credits.

Observation School—Senior; Normal Rank.

The observation and practice teaching is done in the Messick School under the direction of Miss Herron. The school is in charge of the regular grade teachers and principal.

Students taking this work are given opportunities to apply the instruction given in primary methods and child study and also practice in teaching, drawing, paper folding, modeling, card-board construction, singing, story-telling and nature study.

The Eclectic Method of teaching reading is used. Primary arithmetic is taught through constructive measuring. Nature study and stories are made the foundation for early language teaching.

Child Study—Senior a, b. Miss Herron.

Text: Child Study by Edwin Kirkpatrick.

A study of the instincts and other factors in human development and their application to the work of the school. How to skillfully direct play, imitation, collective and constructive instincts is taught in connection with primary methods and observation.

Three hours a week, two terms; six credits.

ENGLISH.

PROFESSOR VAUGHAN.

MISS BONNER.

The aims in English instruction are a thorough understanding of correct forms of expression, the appreciation of the best in literature, and the power to express with ease and facility thought in written and oral forms. In the Academic courses weekly themes will be required of all students. Frequent conferences will be held when each pupil will receive personal directions from his instructor for rewriting his themes. The time during the Academic course will be about equally divided between literature and formal English. Every pupil is required throughout the entire English course to read and make a report every quarter on one book for outside reading.

Grammar—Literature—I a, b, c.

Selections from Irving, Hawthorne, Arnold, Whittier, Longfellow. "Treasure Island," "Last of the Mohicans," and Peabody's "Old Greek Myths." A thorough review of English Grammar with special stress on sentence analysis. Outside reading, three books from this list: "Man Without a Country," "Ivanhoe," "In Old Virginia," "Two Years Before the Mast," "Prince and the Pauper," "Tom Brown's School Days."

Texts: Curry's Literary Readings and Scott and Southworth's Grammar.

Five periods a week; fifteen credits.

Composition—Literature.—II a, b, c.

Irving's "Sketch Book," "Idylls of the King," "Julius Caesar," and "The Spy." Outside reading, three books from this list: "Silas Marner," "Vicar of Wakefield," "David Copperfield," "Oregon Trail," "Luck of Roaring Camp," and "Poe's Tales."

Text: Hanson's Two-Year Book in English.

Five periods a week; fifteen credits.

Rhetoric—Literature.—III a, b, c.

"As You Like It," "De Coverly Papers," "Tale of Two Cities," Selections from Wordsworth, Shelley, Keats, Byron, and Browning. Outside reading, three books from this list: "Twice Told Tales," "Lorna Doone," "Last Days of Pompeii," "Cloister and the Hearth," "Old Creole Days," "Ramona."

Texts: Brooks' English Composition, Book II, and Smiley's Manual of American Literature.

Four periods a week; twelve credits.

College Entrance Requirements in English.—IV a, b, c.

Carlyle's "Essay on Burns," Burke's "Conciliation," or Washington's "Farewell Address" and "Webster's Bunker Hill Oration," Milton's Minor Poems, "Macbeth," "Sesame and Lillies," "Henry Esmond," and "Cranford."

Outside reading, three books from this list: "Quentin Durward," Sheridan's "Rivals" and "School for Scandal," "Pride and Prejudice," "English Humorists," and "Miscellaneous Short Stories."

Texts: Woolley's Handbook of English Composition and Howe's Primer of English Literature.

Four periods a week; twelve credits.

Review English Grammar.—Academic Rank. One quarter.

A thorough review of the parts of speech, inflection, syntax, and sentence analysis. Some time will be devoted to the teaching of English Grammar in the Elementary School.

Five periods a week; three credits.

English Literature.—Junior I.

A thorough study of the history of English literature from Beowulf to Wordsworth. Illustrative selections from typical writers of each period. A limited amount of time will be given to the teaching of literature in the Elementary Grades. Lesson plans will be prepared by each pupil on at least twelve selections. Texts: Crawshaw's "Making of English Language" and Manley's "Twelve Centuries of English Literature."

Three periods a week; nine credits.

College Rhetoric.—Junior II.

Theme writing illustrative of all forms of discourse. Much drill in note taking and outline making. Each student will be required to write an oration. The last quarter will be devoted to argumentation.

Text: Baldwin's "Reading and Speaking."

Two periods a week; six credits.

English Literature.—Senior I.

The Romantic and the Victorian Periods. Stress will be laid on the study of Wordsworth, Byron, Keats, Shelley, Campbell, De Quincy, Lamb, Hazlitt, Ruskin, Carlyle, Macaulay and Arnold. The last quarter will be devoted exclusively to the study of Tennyson and Browning. Some time will be given to the teaching of English in the High School. Each pupil will be required to submit plans for the teaching of typical selections required in the High School.

Three periods a week; nine credits.

American Literature.—Senior II.

A comprehensive course in American prose and poetry. Stress will be laid on Hawthorne, Emerson, Thoreau, Bryant, Whitman, Lowell, and Whitier. The last quarter will be devoted entirely to the study of Southern writers with special stress on Poe and Lanier. Page's Chief American Poets and Baskerville's Southern Writers.

Two periods a week; six credits.

Teaching of High School English.—Junior Year.

About ten of the College Entrance classics will be taught, with special

reference to methods and correlated composition and rhetoric. Several lectures will be given on the status of teaching English. Students contemplating taking this course should provide themselves with most of the classics of the college entrance requirements. Carpenter, Baker, and Scott's Teaching of English. Open to high school graduates or students of Junior Normal rank. Offered Summer Term only. Six weeks.

Four double periods a week; three credits.

Teachers' Grammar.—Junior Year.

A library course in the teaching of elementary and high school English grammar. Special emphasis will be given to the history and development of the parts of speech. A few lectures will be given on the history of the English language. Open to high school graduates and those holding first grade county certificates. Maxwell's Advanced Lessons in English. Offered Summer Term only. Six weeks.

Five periods a week; two credits.

Anglo-Saxon and History of English Language.—Senior Year.

Offered upon application of ten desiring to take the course. Smith's Anglo-Saxon Primer and Lounsbury's History of the English Language. Summer Term only. Six weeks.

Four double periods a week; four credits.

LATIN AND GREEK.

MISS JOHNSON.

MISS WILSON.

The course in Latin covers six years, during the first four of which the work is directed in conformity with the Latin Entrance Requirements formulated by the Commission of the American Philological Association, and in addition to this two years of college work are offered.

In the first year a thorough study is made of the forms and simpler constructions of the language, with some reading of connected Latin. Translation at sight and at hearing, the reading aloud of Latin and writing from dictation are begun in this year and continued throughout the course.

The second and third years are devoted to the study of Caesar and Cicero, with prose composition based on the text. Supplementary work is added on Roman antiquities and the life of the period.

The fourth year is given to the study of Virgil and a systematic review of Latin grammar and the principles of prose composition. The work further includes a study of scansion and mythology with special emphasis on the literary value of the author.

In the fifth and sixth years a wider knowledge of Latin literature is gained, both through the authors read in the original and parallel readings in translation.

The instruction throughout is given with a view to the proper training

and equipment of teachers of Latin. It is the aim of the department to cultivate in its students habits of accuracy and precision, to give them a better understanding of the English language and greater facility in its use, and to instill in them a real appreciation of the Latin language and literature.

For those preparing to become teachers of Latin the widest background possible is desirable, and all such are urged to take the full six years' course.

LATIN.

Beginners' Latin.—I a, b, c.

Pearson's Essentials of Latin.

Five hours a week; fifteen credits.

Caesar.—II a, b, c.

Bennett's Caesar's Gallic War; Bennett's Latin Grammar; Allen and

Phillips' Latin Composition.

Five hours a week; fifteen credits.

Cicero.—III a, b, c.

Bennett's Cicero's Orations; Bennett's Latin Grammar; Allen and Phillips' Latin Composition.

Four hours a week; twelve credits.

Virgil.—IV a, b, c.

Knapp's Virgil's Aeneid; Bennett's Latin Grammar; Allen and Phillips'

Latin Composition.

Four hours a week; twelve credits.

Junior Year.

Westcott's Livy, Book XXI; Fairclough's Terence's Phormio; Moore's Cicero's De Senectute or Bennett's Cicero's De Amicitia.

Three hours a week; nine credits.

Senior Year.

Smith's Horace's Odes; Merrill's Pliny's Letters; Allen's Tacitus' Annals.

Three hours a week; nine credits.

GREEK.

Beginners' Greek.—III a, b, c.

Gleason's Greek Primer.

Four periods a week; twelve credits.

Smith's Xenophon's Anabasis.—IV a, b, c.

Goodwin's Greek Grammar; Greek Prose Composition.

Four periods a week; twelve credits.

Seymour's Homer's Iliad.—Junior Year.

Goodwin's Greek Grammar; Prose Composition.

Three periods a week; nine credits.

MATHEMATICS.

PROFESSOR LOGGINS.

MISS WILLIAMS.

Arithmetic.

Text: Jones' Practical.

Five periods per week throughout year; three credits.

Algebra.—Ac. I a, b, c.

Text: Milne's Elements and Milne's Standard.

Five periods per week throughout year; fifteen credits.

Higher Algebra.—Ac. II a, b, c.

Text: Milne's Standard.

Five periods per week throughout year; fifteen credits.

Plane Geometry.—Ac. III a, b, c.

Text: Wentworth and Smith.

Four periods per week throughout year; twelve credits.

Solid Geometry.—Ac. IV a, b.

Text: Wentworth and Smith.

Four periods per week first half of school year; eight credits.

Trigonometry.—Ac. IV c.

Text: Wentworth.

Four periods per week latter half of school year; four credits.

College Algebra.—Junior Normal.

Text: Hawke's Advanced.

Three periods per week, two quarters; six credits.

Analytical Geometry.—Junior Normal.

Text: Wentworth.

Three periods per week, two quarters; six credits.

Calculus.—Senior Normal.

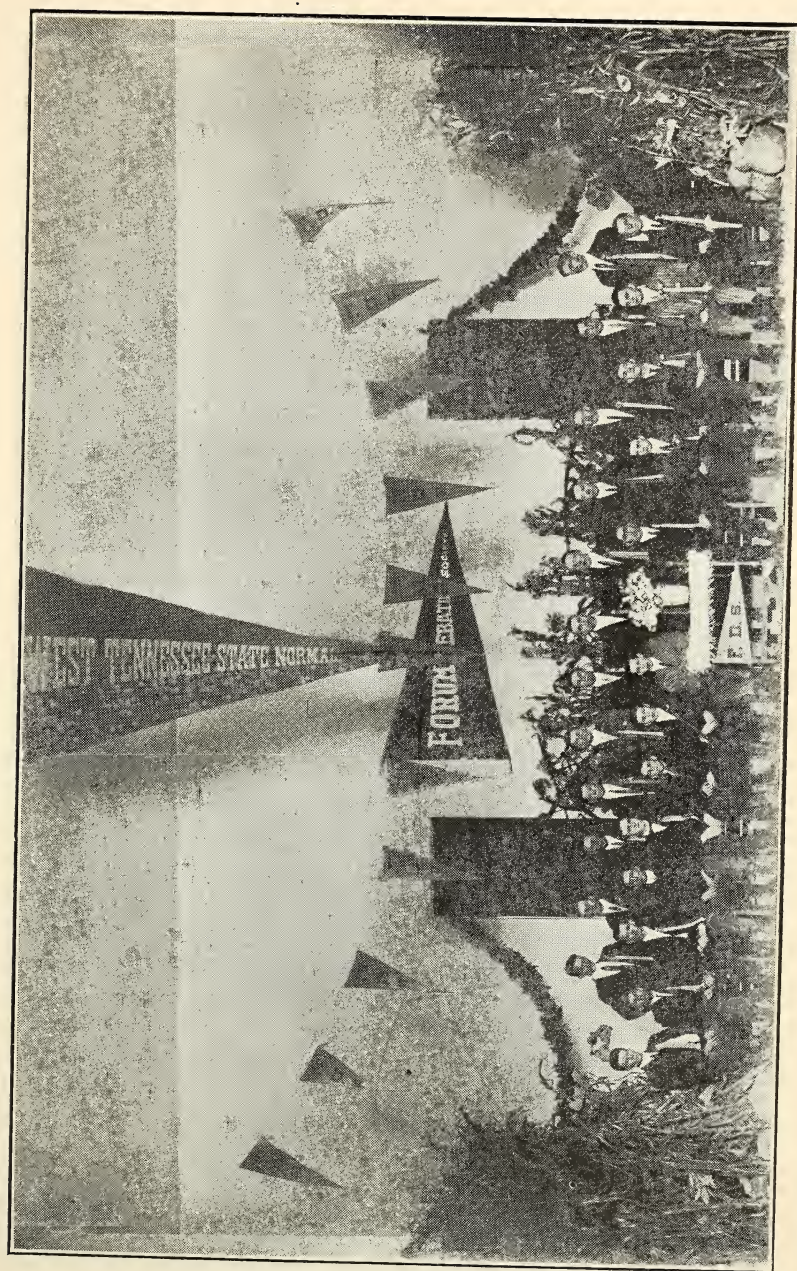
Three periods per week, two quarters; six credits.

DEPARTMENT OF SCIENCE, PHYSICS AND GEOGRAPHY.

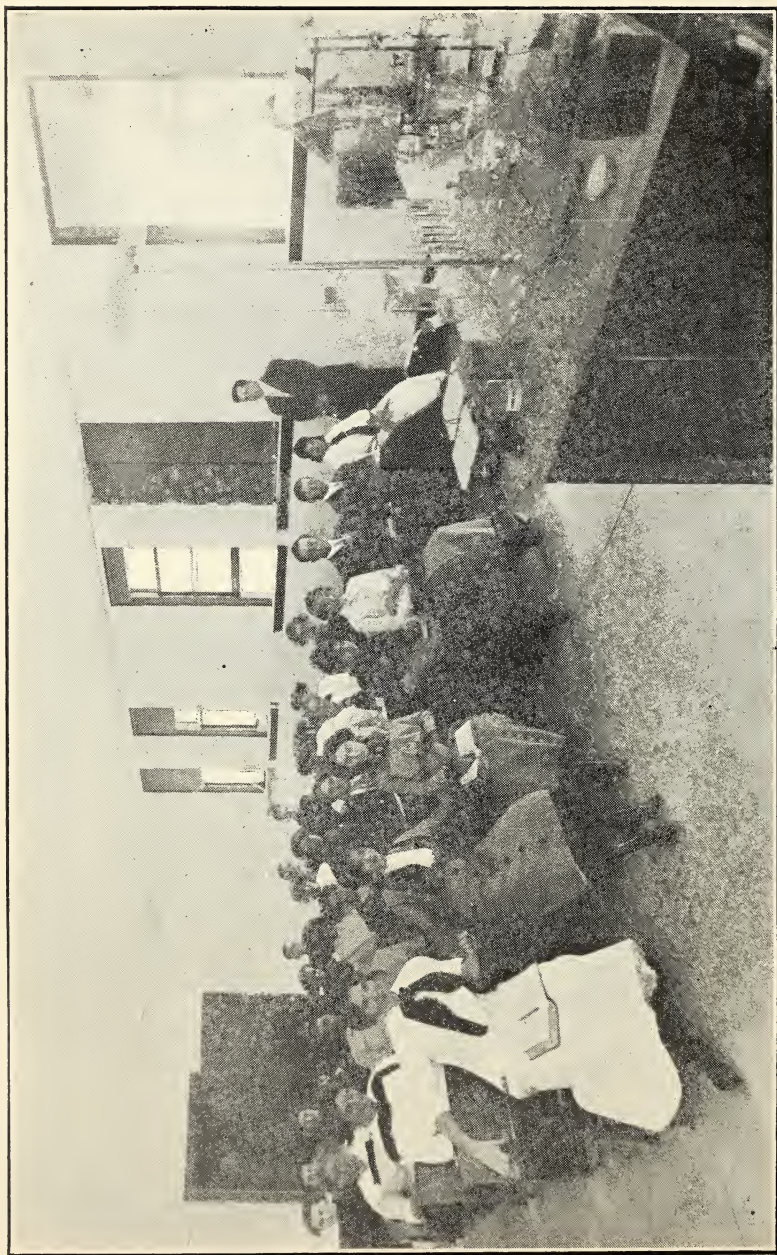
PROFESSOR MANNING.

The school has a well equipped laboratory for the Department of Physics. This laboratory is situated at the east end of the main building on the first floor and consists of three large, well appointed rooms. One of these rooms is used exclusively as a lecture room, the other two being used for general laboratory purposes. All of these rooms are furnished with gas, electricity, hot and cold water, and compressed air.

Besides the ordinary apparatus given out for students' use, the physical



FORUM DEBATING SOCIETY.



CHEMISTRY LECTURE ROOM.

laboratory is provided with such special pieces as Atwood's machine for falling bodies, an oil seal vacuum pump, a high grade barometer, optical disc, universal projectoscope, high grade spectroscope, Wimshurst electrostatic machine, milli-ammeter, milli-voltmeter, storage batteries, six-inch spark induction coil, vacuum tubes, apparatus for X-ray work, dynamo, motor, etc. Additions are made to this equipment from time to time as necessity requires.

Academic Course.

Elementary, or high school physics, is taught in three consecutive courses of one quarter each, running through the third academic year. From the standpoint of subject matter considered, they are thorough-going high school courses; but from the standpoint of presentation, they are professional. Students get a working knowledge of the management of a laboratory for the ordinary high school courses.

Academic.—III a. Mechanics and Sound.

A study of the mechanics of solids and fluids, and of the principles of sound. It consists of lectures with demonstrations, recitations, and laboratory work. The laboratory work is kept parallel with text-book and lecture work. Two hours of lecture and recitation and two double periods or four hours laboratory work each week. For third year academic students. First quarter.

Text-book: "The First Principles of Physics," latest edition, by Carhart and Shute. Four credits.

Academic.—III b. Magnetism and Electricity.

A continuation of III a, consisting of a study of magnetism and electricity. The laboratory has unusual facilities for the study of this subject. As in course III a, the class work is paralleled throughout by laboratory work. This course has the same allotment of time as the preceding course. For third year academic students. Second or winter quarter. Four credits.

Academic.—III c. Heat and Light.

A continuation of the two preceding courses. The work has the same allotment of time as the preceding courses and is conducted on the same general plan. For third year academic students. Third or spring quarter. Four credits.

Physics.—Normal Course.

The Normal Courses in physics are designed to meet the needs of those who expect to teach this subject in the high schools. They are more difficult than the academic courses, and demand better scholarship and more serious effort on the part of the student. The prerequisites are the academic courses outlined above or their equivalents, and mathematics through plane trigonometry. They may be modified to meet the needs of those who may register for them.

Physics, Junior a.—Mechanics and Sound.

This course will go into the subject much more seriously than is attempted in the corresponding academic course. Carhart's College Physics will be used as a text and the laboratory experiments will be selected from such college manuals as Millikan's and Ames'. The subject of soil physics will receive attention, and some of the laboratory experiments will be selected from the manual of Mosier and Gustafson on "Soil Physics." The course is designed to prepare teachers for the high schools, and the pedagogy of the subject as well as subject matter of the text will receive attention. First or autumn quarter, three periods a week; three credits.

Physics, Junior b.—Electricity and Magnetism.

A continuation of the preceding course. The same purposes and methods will obtain in this course as in the preceding. The laboratory work will be quantitative. The laboratory furnishes unusual facilities for work in this subject. Second or winter quarter, three periods a week; three credits.

Physics, Junior c.—Heat and Light.

A continuation of the above. The great importance of these subjects in relation to soil conditions and plant growth will be emphasized.

Third or spring quarter, three periods a week; three credits.

GEOGRAPHY.**PROFESSOR MANNING.**

The three courses in geography listed as electives in the third academic year have been planned to meet the needs of students who are preparing to take examinations for certificates to teach in the common schools; and also to give such a general knowledge of the subject as is necessary for a proper appreciation of more advanced work. The first part of the first term will be devoted to a study of mathematical geography, topography, and other causes that determine the climate and productivity of a country. These courses are designed as electives for students in the first three years of the academic course. Frye's text-book will be used.

The three courses listed as electives in the senior normal year are intended as electives for fourth year academic students as well as for students in the junior and senior classes of the Normal School. They are laboratory courses and should prepare the student to teach these subjects in high school. They are taught in sequence through the year, and students would do well to elect the entire series. Tarr's New Physical Geography and Laboratory Manual will probably be used in the first two courses and Elements of Geology by Blackwelder and Barrows will be used in the last.

Geography.—Academic III a.

The course will begin with a study of those subjects commonly designated as climatic controls and will be continued with a study of the North and South American continents. In presenting these courses, con-

stant effort will be made to teach approved class-room methods. From time to time, certain students will be placed in charge of the class and will be required to teach assigned topics under class criticism. This, as well as the following course, is more than a review for the state examination. They will enter somewhat seriously into the essentials of the subject, assuming that the students are already fairly well acquainted with its rudiments.

First or autumn quarter, four periods a week; four credits.

Geography.—Academic III b.

A continuation of the preceding course. A study of the geography of Europe, Asia and Africa. The methods of the preceding course will obtain in this. This and the preceding course are expected to cover the subject matter of the text used.

Second or winter quarter, four periods a week; four credits.

Geography.—Academic III c.

This is more especially a review course intended to meet the needs of students who enter late and who wish to take the state examinations for a certificate to teach in the common schools. The subjects studied will be determined largely by the needs of the class.

Third quarter, five periods a week; three credits.

Physical Geography.—Junior a.

This course has been worked out with much care, and is especially adapted for students who wish to prepare for teaching the subject in the high schools. Even the common school geography of today has such a physiographic background and setting as to render it impossible to teach grammar school courses in this subject without considerable work in physical geography as a preparation. A study of mathematical geography and of the earth as a planet will precede the more detailed study of physiographic features. These features will be studied in the light of the causes that have produced them. Especial effort will be made to teach the origin and development of the topographic forms of our own state. The ordinary class work will be supplemented by a study of topographic maps. This is a laboratory course and a regular note book will be kept. Lantern slides will be used to illustrate the different phases of the subject. The course is designed for fourth year academic students and for students in the junior and senior classes of the Normal School.

First quarter, three periods a week; three credits.

Physical Geography.—Junior b.

This course is a continuation of the preceding; but the nature of the work is such that it may be taken by those who have not had that course. The purpose and method as set forth in that course will continue through this. It will be concerned mainly with a study of the atmosphere and the sea. All subjects are studied in the light of their causes and consequences.

The maps and globes in the class-room will be supplemented with a liberal use of the maps issued daily by the U. S. Weather Bureau.

Second or winter quarter, three periods a week; three credits.

Geology.—Junior c.

A continuation of the work of the two preceding courses. A fair knowledge of the subject matter of the first of these courses is necessary for the best results in this course. There will be a rapid review of the origin and development of topographic forms; but the course will be concerned mainly with a study of the leading facts concerning the growth and development of the North American continent. Constant reference will be made in all these courses to the influence of physiographic conditions on the life and history of a people. The determining power of these conditions is well illustrated in the history of Tennessee. The course will also show that the nature of the soil in the various sections of the state is largely determined by the character of the underlying rocks of the region.

Third or spring quarter, three periods a week; three credits.

PHYSIOLOGY.

PROF. MANNING.

Physiology—Sanitation.—Academic IV a.

While this course in physiology has been planned in part as a review for those wishing to take the examination for the state certificate, they are much more than a review. It is expected that they give that knowledge of the human mechanism, and especially that knowledge of the brain and nervous system which is a necessary prerequisite to a successful study of psychology and education. The course will begin with a study of the cell and the fundamental body tissues. This will be followed by a study of the vascular system, respiration, digestion, nutrition, and fluid excretion. Davidson's Advanced Physiology will be used as a text. A number of higher texts will be kept constantly in the class-room for reference.

Autumn quarter, four periods a week; three credits.

DEPARTMENT OF HISTORY.

PROFESSOR PATTERSON.

MR. HALL.

Ancient History I.

Course A—The Oriental Period, from prehistoric times to the beginning of Greek history. The connection between prehistoric and historic peoples is shown. Greek history is taken up in the latter part of this quarter.

Course B—The Grecian Period of Ancient History is continued to its close and Roman history is begun in the latter part of the quarter.

Course C—The Roman Period is continued to Charlemagne's Empire. Most of the time will be spent on the Roman Empire.

Texts: Morey's Outlines in Greek and Roman History; Fling's Source

Book in Greek History; Munro's Source Book in Roman History; Lewis' Outlines in Greek History, and McKinley's Outlines in Roman History.

Five periods a week, three terms; fifteen credits.

Mediaeval and Modern History II.

Course A—Mediaeval Period beginning with a rapid review of the Barbarian invasions and Charlemagne's Empire, and giving special attention to rise of national states, Christian Church, the Papacy, Feudalism.

Course B—The Modern Period is begun with the Renaissance and continued through the Reformation to the French Revolution.

Course C—The Modern Period is continued to the present. The French Revolution, Reconstruction of Europe, rise of Russia and Prussia, German and Italian unity, disintegration of the Ottoman Empire, and recent reforms in France, England, Spain, Russia, Japan and China.

Texts: Robinson's History of Western Europe; Robinson's Readings in European History and McKinley's Outline Atlas.

Five periods a week, three terms; fifteen credits.

English History III.

Course A—From the occupation of Britain by the Romans, including the various invasions with special emphasis on the Norman Conquest, to the Hundred Years' War.

Course B—The Hundred Years' War, the War of the Roses, the reign of the Tudors with special stress on Elizabeth's reign.

Course C—From Elizabeth's reign to present time. The monarchy of the Stuarts, civil war between Charles I and Parliament, the Commonwealth, Restoration and Revolution; foundation of British Empire, American and French Revolution, growth of democracy and reform. Special attention will be called to the constitutional side of English History throughout the year.

Texts: Walker's Essentials in English History, Kendall's Source Book and Smith's Outlines in English History.

Four periods a week, three terms; twelve credits.

American History and Civics.—IV.

Course A—From period of discovery to the confederation. European conditions in the fifteenth century, expansion of England, France and Spain. Methods and purposes of colonization, drift of the colonies into the hands of the crown. Great Britain's commercial policy and attempts at union.

Course B—From confederation to the close of Jackson's reign. The articles of confederation, Federal convention, organization of the new government, Hamilton's financial policies, use of political parties, war of 1812, the protective system and nullification in South Carolina.

Course C—From Jacksonian Democracy to the present. Abolition movement. National expansion, annexation of Texas. Mexican war, Civil War,

Reconstruction, colonial expansion of United States and the form of government for our colonial dependencies.

Texts: Hart's Essentials in American History, McDonald's Documentary Source Book in American History and McKinley's Outline Atlas.

Four periods a week, three terms; twelve credits.

U. S. History.—Junior Rank.

Teachers' Course in American History. This course will embrace a discussion of the value and use of source material, influence of geography upon history, map work, bibliography for the history teacher, and course of study for elementary and high schools in history, certain subjects will be thoroughly studied as type lessons.

Text: Muzzey's American History, and Mace's Method in History.

Five periods a week; four credits.

History of Tennessee.—Academic Rank.

This is a review course for teachers of the public schools. It will be based on Garrett and Goodpasture's Tennessee History.

Five periods a week; three credits.

Civil Government.—Academic Rank.

This course will deal with the government in the county, state and nation. The evolution of the state constitution and national constitution will be studied. The practical workings of county, state and national conventions will be explained.

Text: Boynton's School Civics.

Four periods a week; two credits.

Review American History.

This course will be a rapid review of the chief movements in American History.

Text: Muzzey's American History.

Five periods per week; three credits.

Economic History.—Course a. Junior Rank.

Industrial History of the United States. The land and the people, economic aspects of colonization, commercial policy of Great Britain, industrial aspects of the American Revolution; manufacturers and the tariff, industrial consequences of war of 1812; territorial expansion; economic causes and results of Civil War; labor organizations and conservation.

Text: Coman's Industrial History of United States.

Three periods a week; three credits.

Economics.—Course b.

This course embraces such topics as the rise of modern industry in England; industrial expansion of United States; value and price; land, labor and capital as factors of production; production and distribution;

monetary system of the United States; credit and banking; monopolies and railroads.

Text: Seager's Introduction to Economics.

Three periods a week; three credits.

Sociology.—Course c.

This is an introductory course to the study of sociology, such problems as origin and function of the family, the problem of the modern family, the growth of population, immigration problem, negro problem, problem of the city, poverty and pauperism, crime and prison reform.

Text: Ellwood's Sociology and Modern Social Problems.

Three periods a week; three credits.

American History.—Senior Rank. Course a.

American History, 1492-1750; an advanced course in American Colonial History; such topics will be discussed as European conditions in the fifteenth and sixteenth centuries; English colonial policy, Spanish and French colonial systems; early attempts at union and the drift of the colonies into the hands of the crown.

Text: Thwaite's "The Colonies."

Three periods a week; three credits.

American History.—Course b.

American History, 1750-1829; formation of the Union, organization of the new government; period of Federal supremacy; period of Republican supremacy; political parties.

Texts: Hart's Formation of the Union.

Three periods a week; three credits.

American History.—Course c.

American History, 1829-1912. The influence of the tariff; nullification of South Carolina; abolition movement; Civil War and Reconstruction; Spanish-American war and colonial policy of United States.

Text: Wilson's Division and Reunion.

Three periods a week; three credits.

FRENCH, GERMAN AND SPANISH.

MISS MARY P. THOMAS.

Beginners' French.—III a, b, c.

Chardenal's Grammar, Bruce's "Lectures Faciles," Mairret's "La Petite Princesse," or Sand's "La Mare au Diable."

Four periods a week; twelve credits.

Advanced French.—IV a, b, c.

Chardenal's Grammar. Corneille's "Le Cid," Saintine's "Picciola," Moliere's "L'Avare," or "Le Bourgeois Gentilhomme," Racine's "Esther" or

"*Athalie*," Chansm de Roland, Saintsbury's French Literature.

Four periods a week; twelve credits.

College French.—Junior Year.

Bazin's "*Les Oberle*," Bornier's "*Fille de Roland*," Rostand's "*La Princesse Lointaine*," Fortier's "*Litterature Francaise*," Selections from Eighteenth Century Prose Writers, French Prose Composition.

Three periods a week; nine credits.

Beginners' Spanish.—III a, b, c.

Worman's First Spanish Book, Garner's Grammar, Matzke's Spanish Reader.

Four periods a week; twelve credits.

Advanced Spanish.—IV a, b, c.

Hill's and Ford's Grammar, "*El Cautivo*," Selections from Don Quixote, Moratin's "*El Si de las Ninas*," Galdo's "*Dona Perfecta*," Conant's Spanish Literature.

Four periods a week; twelve credits.

College Spanish.—Junior Year.

"*El Trovador*," by Gutierrez, "*El Principe Constante*" by Lope de Vega, "*La Vida Es Sueno*" by Calderon, Loisiaux Spanish Authology.

Three periods a week; nine credits.

Beginners' German.—III a, b, c.

Wesselhoeft's Grammar, Wenckebach's "*Gluck Auf*," Anderson's "*Bilderbuch ohne Bilder*," or Bacon's "*Im Vaterland*."

Four periods a week; twelve credits.

Advanced German.—IV a, b, c,

Joynes-Wesselhoeft's Grammar, Storm's "*Imensee*," Schiller's "*Wilhelm Tell*," Hillern's "*Hoher als die Kirche*" or Wilhelmi's "*Einer Muss Heivaten*," Goethe's "*Hermann and Dorothea*," Muller's "*Deutsche Liebe*," Tensler's German Literature.

Four periods a week; twelve credits.

College German.—Junior Year.

Putlitz "*Vergissmeinnicht*," Schiller's "*Maria Stuart*" or Lessing's "*Minna von Barnhelm*," Lessing's "*Nathan der Weiss*," Goethe's "*Faust*," German Prose Composition.

Three periods a week; three credits.

CHEMISTRY.

PROFESSOR WEBB.

Chemistry Laboratory Equipment.

In the west end of the main building three large and well appointed rooms are fitted up for the use of the Chemistry Department. There is

one lecture room, and two larger rooms for general laboratory purposes, containing equipment valued at several thousand dollars. Gas, hot and cold water, and compressed air are furnished to each desk.

The chemical laboratory contains a complete ventilating apparatus for the removal of noxious gases, distillation apparatus for an ample supply of pure water, acid-proof desk tops, complete sets of individual reagent bottles, two high grade Becker analytical balances, a complete apparatus for testing milk and its products, and adequate supplies for all courses offered.

Chemistry.—I a, b, c. Elementary Applied Chemistry.

This course is designed primarily for students in beginning Agriculture and Domestic Science. The chemical side of certain topics will be studied as far as possible at the time when these subjects are being developed in the classes mentioned above.

This course, being very elementary, and being conducted principally by demonstration, will not be considered the equivalent, and will not be counted for credit in lieu of any course in general chemistry required for academic certificates, nor will it form any basis for advanced standing in the same.

Recitations and demonstrations, two hours per week; two credits. Elective.

Chemistry.—Course IV a. General Inorganic Chemistry.

This is the first of three consecutive courses, required of candidates for academic certificates. The course will treat of fundamental chemical theory, chemical calculations, gas laws, and a detailed study of the gaseous elements.

Course IV b. A continuation of Course IV a. Additional chemical theory will be presented, and the negative elements will be studied.

Course IV c. A continuation of Course IV b. The metals will be studied, and elementary problems in their qualitative identification will be worked out. In all three of these courses, the practical features and applications of chemistry will be emphasized. Extensive laboratory work forms the basis of instruction, and neat and exhaustive note-books will be required. Text: McPherson and Henderson, "An Elementary Study of Chemistry." Prerequisites, Physics, at least the subjects of Mechanics and Heat. Recitations and demonstrations, two hours per week. Laboratory. Four periods a week; twelve credits.

Chemistry.—Course Junior a I. Advanced Applied Chemistry.

This course is designed to supplement the work in advanced Domestic Science. It will follow, as closely as possible, the outline of topics as studied in that course. Courses Junior b I and Junior c I will follow in the winter and spring quarters.

Prerequisites: General Chemistry. Recitations and demonstrations, with some laboratory work.

Two hours a week; two credits.

Chemistry.—Course Junior a II. Household Chemistry, Laboratory Course.

This course will consist entirely of practical analyses of household material. Special emphasis will be placed on the hygienic tests which are necessary to safeguard the food supply of the Normal School Dining Room. Among the subjects treated will be elementary soil and water analysis, detection of normal constituents and adulterants in baking powder, milk, butter, ice cream, flavors, tooth powders, and other food materials—detection of preservatives in foods—a discussion of fraudulent drugs and patent medicines advertised in current periodicals and used in the homes of the members of the class. This course will be repeated each quarter, if there is a sufficient demand. Any student having prerequisites may take the course. Prerequisites, General Chemistry. Consultations and laboratory.

Three periods a week; three credits.

Chemistry.—Course Senior a. College Chemistry.

This course is designed primarily for those who expect to teach Chemistry in high schools. The most modern chemical theories will be presented. Methods of teaching, and the problems of equipping and maintaining a laboratory will be thoroughly discussed. The laboratory work will be of a considerably more advanced nature than that required in the fourth year courses. Prerequisites, Physics, and High School Chemistry.

Text: Alexander Smith's General Inorganic Chemistry for Colleges.

Six periods a week, including laboratory; three credits.

Chemistry.—Special Courses.

Demands for courses in analytical, organic, or other branches of chemistry will be met, if practicable.

MANUAL ARTS DEPARTMENT.

PROF. C. H. WILSON.

The Paper Industry—I a, b, c.

A special course in handwork adapted to use in the fifth, sixth and seventh grades. This course will show the possibilities of introducing a real industry into the school room at a minimum of expense for apparatus and material. At the same time a product having actual commercial value will be made. A simple system of bookkeeping is a necessary part of the course.

The various processes studied are as follows, and are taken up in the order named:

- (1) Paper making by hand;
- (2) making of envelopes and portfolios;
- (3) boxes and cases;
- (4) tablets;
- (5) composition books;
- (6) pamphlet covers;
- (7) loose leaf notebook covers;
- (8) book binding;
- (9) book mending.

No text.

Elective in 1A or above.

Two double periods a week, three terms; four credits.

Elementary Woodwork—II a, b, c.

This course will include a study of (1) the use and care of all the ordinary bench tools; (2) the structure and uses of our common woods; (3) the composition and use of wood finishes; (4) the reading of simple working drawings and blue prints.

In course of the year's work the class, working as a whole, will make several large pieces of apparatus, such as table, work bench, wall cabinet, or book case. Each student will work out at least five individual projects following working drawings made in class, such as bench hook, nail drawer, miter box, picture frame, insect cage, T square and drawing board. The final problem of the year's work is some small piece of furniture such as taboret, book rack, umbrella rack, foot stool, or magazine stand, which becomes the property of the student constructing it.

Text: Elements of Construction, King.

Necessary equipment: Large loose-leaf notebook; one HHH drawing pencil.

Elective in 1A or above.

Two double periods a week, three terms; six credits.

Advanced Woodwork and Carpentry—III a, b, c.

Prerequisite: Course 2 or its equivalent.

This course includes (1) making of working sketches from models; (2) lettering; (3) principles of furniture design; (4) making of complete working drawings from designs; (5) construction of a rather elaborate piece of furniture; (6) working drawings of floor plans and house details; (7) construction of miniature house, showing details; (8) study of house plans, specifications and costs; (9) study of principles of house heating, lighting and sanitation.

In course of the year's work several rather complicated pieces of furniture will be designed, drawn and constructed. A miniature house will be made, showing all the details of ordinary house framing. Complete plans and specifications will be drawn up and costs estimated.

Text: Constructive Carpentry, King.

Necessary equipment: Same as for Course 2.

Elective in 2A or above.

Two double periods a week, three terms; six credits.

Mechanical Drawing—IV a, b, c.

Purely a mechanical drawing course either for those interested in manual training work or for those contemplating a study of Civil or Mechanical Engineering.

The course includes a study of the following topics:

(1) Use of instruments; (2) applied geometry; (3) lettering, (4) sketching; (5) projection and relation of views; (6) developed surfaces and solids; (7) isometric projection; (8) pictorial representation; (9) assembly and detailed drawings; (10) tracings, and (11) blue prints.

Text:

Necessary equipment: Twelve-inch draughtsman's scale; loose-leaf notebook; one HHH drawing pencil; two triangles, one 45° and one 30°-60°; one bottle India ink.

Elective in 3A or above.

Two double periods a week, two terms; four credits.

Public School Manual Training—Junior Year.

This course embodies a study of the same subjects, principles and processes as outlined for Course 2, but all projects constructed will be of especial value for use in the rural schools. The making of simple apparatus will be a feature of the work and in this respect the course is closely correlated with the mechanics of Agriculture and Physics.

Special study will be made as to the Psychology and Economics of Manual Training, which will be of especial value to those contemplating the introduction of the manual arts into their schools.

Text and supplies: Same as for Course 2.

Elective in Junior and Senior years.

Two double periods a week, three terms; six credits.

AGRICULTURAL AND BIOLOGICAL SCIENCE.

PROF. BRIGHT.

MISS HERRON.

Course of Study for Agriculture.

Elementary Agriculture—I a, b, c.

The fundamental principles of agriculture, which will include a study of the soil; its relation to plants and animals, soil improvement, soil management and all related topics. Text: Warren.

Three terms, three double periods a week; nine credits.

Plant Culture—II a, b, c.

A study of crop production with the leading field crops of West Tennessee. Text to be selected.

Three terms, five periods a week; nine credits.

Agronomy—III a, b, c.

An intensive study of agricultural plant life, including the home and school garden.

III a, b, c. Animal life; insects of the farm and the household, and the bird life of the farm. Text: Gardens and Their Meaning, Williams.

Three terms, three periods a week; nine credits.

Farm Management—IV a, b, c.

This course will cover a variety of farm topics: Farm accounts, farm management, statistics, markets, judging of farm animals, principles of feeding, and the varieties of farm crops. Texts to be selected.

Three terms, three periods a week; nine credits.

Junior Normal.

Animal Husbandry—Junior a, b, c.

First and second term and history of agricultural development in the third term. Texts to be selected.

Three terms, three periods a week; nine credits.

Advanced Agronomy—Senior a, b, c.

Agricultural Economics, first term; Agronomy, second term, and Agricultural Systems, third term.

Three terms, three periods a week; nine credits.

N. B. Laboratory work will be required in all courses except agricultural economics.

2. Lantern study of the pathogenic and beneficial bacteria and common fungi.

Nature Study—Junior a.

Text: "Nature Study and Life," by Hodge. Miss Herron.

The aim of this course is to prepare teachers of this subject for the elementary schools. The course is planned with due recognition of the several values of nature study—esthetic, educational, economic. The matter and methods used are those best adapted to increase unity and solidarity between the school and home.

The study in the class room is closely correlated with the practice teaching in the school of observation. Thus the student is given the opportunity to see how nature study appeals to the instinctive interests of children and how it lends itself to the fruitful interpretation and fundamental conception not only of the legends and myths of the past, but to much of the literature of our later day.

The question of beautifying country school grounds and homes by means of trees and plants is discussed and plans worked out for planting and caring for lawns and school grounds.

Special methods for insect study and bird study are given. Insect cages and bird boxes, how to construct and use.

In connection with the practice work in the observation school the Junior Audubon Society plan of bird study is used. The student is also given opportunities to study birds at first hand in the groves and fields surrounding the Normal School.

The Government publications and other helpful material are used to give a broader interest to the subject, covering the following divisions of nature study—insects, plants, birds, toads, forestry, aquaria—all with the end in view that teachers may be awakened to the wealth of material that lies just at our doors, which is of greater pedagogic value to the elementary teacher than any that can be found in any other field.

Three periods a week, one term; three credits. •

HOME ECONOMICS.

MISS BUQUO.

MISS DODD.

DOMESTIC ART I.**I Ac—Elementary Sewing and Textiles.** Three terms.

Laboratory and recitation.

Purpose to give knowledge of materials used; history and development of textile industries; to teach handsewing and use of sewing machines; the use of patterns; making of undergarments, and articles for household use.

DOMESTIC SCIENCE I.**II Ac—Elementary Cooking.** Three terms.

Laboratory and recitation.

Purpose to give skill in food preparations, and elementary knowledge of food principles, food production and manufacture. Prerequisite: Physiology.

DOMESTIC ART II.**III Ac—Advanced Sewing.** Three terms.

Laboratory and lectures. Prerequisite: Elementary Sewing.

a. Millinery. 1 term.

Purpose to teach construction and trimming of hats with especial attention to color and design.

b. Dressmaking. Two terms.

Purpose to teach making of shirtwaists, skirts and dresses; the care of clothing; hygiene of clothing; principles of design as applied to clothing; shopping economy.

IV Ac.—DOMESTIC SCIENCE II.**Advanced Cooking.**

Laboratory and recitation.

Purpose to teach application of physical and chemical principles to preparation of food; making of menus for the family; working out of dietaries; the feeding of children and invalids; table service in the home.

Prerequisites: Elementary Cooking, Physiology, Parallel Chemistry.

COLLEGE.**Junior Year.** Domestic Science III.

Lectures and practical work.

a. Housewifery. One term. Purpose to teach the practical management of the home.

- b. **House Furnishing and Home Decoration.** One term.
- c. **Home Health.** One term. Includes home nursing, household sanitation and care of children.
Prerequisite or Parallel: Domestic Science II.

SENIOR YEAR.

Methods in Teaching Domestic Science and Domestic Art in the grades. Lectures, conferences and practice teaching. Designed for those who have specialized in either of these subjects. Three terms.

Household Physics. This course is designed to supplement the work in domestic science. Students in domestic science who are unable to take the year's work in physics, scheduled as academic 3, are expected to take this course. It should be remembered, however, that this course is in no sense the equivalent of academic 3, and that it is not accepted in lieu of academic 3. The course will consist of lectures, recitations and assigned readings. It will consider those phases of applied physics involved in equipping and regulating a well-ordered, modern home.

Third or spring quarter, three periods a week; three credits.

MUSIC.

PROF. WALLERSTEIN.

Public School Music.

Sight reading, rote songs, and methods of teaching in the public schools.

Three times a week, three terms; three credits.

Chorus Singing.

This course is designed for those who read music readily.

Three times a week, three terms; three credits.

Orchestral Music.

This course will be open to all who have instruments. Four periods will be devoted each week for individual instruction, for which no extra charges will be made.

Three periods a week, three terms; three credits.

COMMERCIAL DEPARTMENT.

PROF. WATTERS.

The West Tennessee State Normal has a thoroughly equipped commercial department. The aim of this department is "thoroughness."

Students must have a fair literary education to be admitted. It is the aim and intention that when the students go out of the commercial department they will be thoroughly familiar with the office routine and modern business methods. They are drilled in the use of the various modern office equipments and ARE ABLE TO IMPART THIS KNOWLEDGE TO OTHERS.

Bookkeeping.

The bookkeeping course is divided into three departments:

Complete Course.

The regular course embraces all the fundamental principles of business transactions, and a thorough office training.

From the beginning the students handle the actual business papers, and make records on the various books of original and complete entries, just as they are made in the office. The teacher acts as office superintendent and gives INDIVIDUAL INSTRUCTIONS. He checks the entries and sees that the business papers are made out correctly and accurately, and sees that the student figures all incoming papers and reports such errors as may be found.

Students may enter at any time.

Public School Bookkeeping.

While the above course is equal to the courses given in the best high schools, normals, and business colleges of the country. We, also, offer a teacher's review course in the elementary text-book adopted for use in the secondary schools. We recommend that those who desire to teach take the regular course, but we offer this course to meet the demands of those who do not care to take the regular course.

Farm Bookkeeping.

For years there has been a crying demand for a course in bookkeeping adapted for the use of farmers. Since the State Normal is a servant of the State, we believe that there is no other class of people needing a knowledge of business methods as badly as the farmer, and in order to meet this long-felt want, a special course in this line has been arranged to meet the needs of the rural conditions. It is hoped that many of the progressive farmers of the country will avail themselves of this opportunity.

Typewriting.

The students are trained to use the machines rapidly and accurately by the touch method, just as a musician plays the piano. We recommend that all students, regardless of what vocation they expect to enter, take typewriting.

This course is elective during any one year of the regular normal or academic courses. While the teacher is striving to train the students and prepare work from one day to the next, her best friend is the typewriter.

Shorthand.

Special emphasis is being given to this subject. All student teachers, who are expecting to take regular college and university courses, or specialize in some other department, are advised to take this course. It will enable them to save much time in taking notes and preparing manuscripts, besides shorthand is one of the greatest mental trainers.

We teach the Gregg System of Shorthand. After a thorough investigation, we have found this to be one of the most perfect systems published and taught in more schools than any other three systems combined. It is easy to write, easy to read, and easy to learn. The students are thoroughly trained on the principles, and given sufficient practice to attain a fair speed, after which they are given a regular office practice course.

PIANO AND EXPRESSION.

MISS DESHAZO.

MISS RUTH THOMAS.

The Departments of Piano and Expression are not included in the regular Normal School course, but on account of the large number of pupils that want to continue their work in Music and Expression while taking the Normal School course, we have arranged for Miss Jennie DeShazo, who has had training in the best schools in America and Europe, as well as long experience in piano, teaching piano and harmony in the United States, and for this she will collect a tuition of \$8.00 per month, which is 33 1-3 per cent less than her regular rate in the city. She has a regular music room and practice pianos in the Normal School, and we believe we are offering in music the very best instruction that can be found in the South. Persons desiring particular information should write to her for her private circular.

In Expression we have associated in the school Miss Ruth Thomas, who in addition to training in one of the best colleges in this section, has had instruction under Dr. Southwick of the Emerson School of Oratory and other prominent instructors. Her lessons will be given in the Normal School building, where a special room has been set aside for this purpose. Tuition is payable to her and she will be glad to furnish any information desired.

ACADEMIC COURSE—FIRST YEAR.

Prescribed.

Advanced Arithmetic,	1 term	3 credits
Algebra,	3 terms	15 credits
Grammar, Literary Readings and Spelling,	3 terms	15 credits
Ancient History,	3 terms	15 credits
Vocal Music,	2 terms	2 credits
Drawing,	2 terms	2 credits

Prescribed Courses52 credits

Electives.

Elementary Agriculture,	3 terms	9 credits
Sewing,	3 terms	3 credits
Paper Industry,	3 terms	4 credits
First Latin,	3 terms	15 credits
Elementary Applied Chemistry,	3 terms	2 credits

Required Electives8 to 15 credits

The student must complete Advanced Arithmetic before beginning Algebra. All students are required to take one hour each week in Physical Training throughout the entire course. Any student ranking higher than first year Academic on entrance will be required to have two credits in Vocal Music and two credits in Drawing, or four credits in either Vocal Music or Drawing before he will be granted the Academic Certificate.

ACADEMIC COURSE—SECOND YEAR.

Prescribed.

Higher Algebra,	3 terms	15 credits
Composition—Rhetoric,	3 terms	15 credits
Biology (Ag.),	2 terms	6 credits
Mediaeval and Modern History,	3 terms	15 credits
Bookkeeping,	1 term	4 credits

Prescribed Courses55 credits

Electives.

Tennessee History (Review),	1 term	3 credits
Cooking,	3 terms	6 credits
Elementary Woodworking,	3 terms	6 credits
Drawing,	2 terms	2 credits
Latin,	3 terms	15 credits
Vocal Music,	2 terms	2 credits
Plant Culture,	3 terms	9 credits
Review Geography,	1 term	3 credits

Required Electives5-15 credits

ACADEMIC COURSE—THIRD YEAR.

Prescribed.

Plane Geometry,	3 terms	12 credits
Rhetoric Literature,	3 terms	12 credits
Physics,	3 terms	12 credits
Elementary Psychology,	1 term	4 credits
School Management,	1 term	3 credits
English History,	2 terms	8 credits

Prescribed Courses55 credits

Electives.

General Geography,	2 terms	8 credits
Bookkeeping, Typewriting or Stenography,	3 terms	6 credits
Review Grammar,	1 term	4 credits
Review Arithmetic,	1 term	5 credits
Latin, French or German,	3 terms	12 credits
Advanced Woodwork and Carpentry,	3 terms	6 credits
Drawing or Vocal Music,	2 terms	2 credits
Agronomy,	3 terms	9 credits
Advanced Sewing,	3 terms	3 credits
Beginning Spanish,	3 terms	12 credits
Review U. S. History,	1 term	3 credits

Beginner's Greek,	3 terms	12 credits
Required Electives	5-12 credits	

Psychology must be taken before Method and Observation, and both before School Management. Elementary Chemistry, valued at 2 credits, must be taken before Agronomy or Cooking.

ACADEMIC COURSE—FOURTH YEAR.

Prescribed.

College Entrance—Literature,	3 terms	12 credits
American History and Civics,	3 terms	12 credits
Chemistry,	3 terms	12 credits
Physiology—Sanitation,	1 term	3 credits
Grammar School Methods, or Primary Methods and Observation,	2 terms	6 credits
State Reading Course,	1 term	
Solid Geometry,	2 terms	5 credits

Prescribed Courses 50 credits

Electives.

Trigonometry,	1 term	4 credits
History of Education,	2 terms	6 credits
Primary Methods,	1 term	5 credits
Mechanical Drawing,	2 terms	4 credits
Home Economics—Advanced Cooking,	2 terms	6 credits
French or German,	3 terms	12 credits
Latin,	3 terms	12 credits
Farm Management,	3 terms	9 credits
Greek—Anabasis,	3 terms	12 credits
Advanced Spanish,	3 terms	12 credits
Household Physics,	1 term	3 credits
Physiology,	1 term	3 credits

Required Electives 6-14 credits

One term's work in Chemistry must be taken before Physiology is commenced. A review of the State Reading Circle Courses, without credit, will be given during the Spring Term.

NORMAL COURSE—JUNIOR YEAR.

Prescribed.

General Psychology,	2 terms	6 credits
Child Study,	2 terms	6 credits
College Rhetoric and Argumentation,	3 terms	6 credits
(a) One of the following courses must be elected.		
Nature Study, Botany,	1 term	3 credits

Prescribed Courses 21 credits

Electives.

Analytical Geometry,	1 term	3 credits
College Algebra,	2 terms	6 credits
Teachers' U. S. History,	1 term	4 credits

Latin,	3 terms	9 credits
English Literature,	3 terms	9 credits
Zoology,	2 terms	6 credits
French or German,	3 terms	9 credits
Public School Manual Training,	3 terms	6 credits
Agriculture,	2 terms	6 credits
Physics,	3 terms	9 credits
Home Economics,	3 terms	6 credits
Economic History,	3 terms	9 credits
Greek—Iliad,	3 terms	9 credits
Household Chemistry,	1 term	3 credits
Advanced Applied Chemistry,	3 terms	6 credits
College Spanish,	3 terms	9 credits
Physical Geography,	2 terms	6 credits
Geology,	1 term	3 credits

Required Electives24-36 credits

Either course in (a) not taken as required work may be elected by the student. The required work in the Academic Course in Vocal Music (two credits), Drawing (two credits), or either Vocal Music or Drawing (four credits), Recitation Method (four credits) and Special Method (five credits), must be done before the student can be graduated from the Normal Course. Graduates of high schools will be entered in the Junior Year conditioned in the courses named. Academic work shall not be offered for credit in the Normal School Course.

NORMAL COURSE—SENIOR YEAR.

Prescribed.

Secondary Education or School Administration		
and Law,	2 terms	6 credits
Educational Psychology or Child Study,	2 terms	6 credits
School Sanitation,	1 term	2 credits
Observation—Practice Teaching,	2 terms	6 credits

Prescribed Courses21 credits

Electives.

American History,	3 terms	9 credits
Public School Literature (Jr. or Sr.),	1 term	4 credits
Analytics,	1 term	3 credits
English Literature,	3 terms	9 credits
American Literature (Jr. or Sr.),	3 terms	6 credits
Teachers' Public School History,	1 term	4 credits
Analytical Geometry,	1 term	3 credits
Calculus,	2 terms	6 credits
College Chemistry,	3 terms	9 credits
Teachers' Arithmetic,	1 term	4 credits
American History, Economics and Sociology,	3 terms	9 credits
Geology, Physiography,	3 terms	9 credits
Household Sanitation,	2 terms	4 credits

Public School Manual Training,	2 terms	4 credits
Advanced Agronomy, Horticulture and Agriculture,	3 terms	9 credits
Teachers' Grammar (Jr. or Sr.),	1 term	4 credits
German, French or Spanish,	3 terms	9 credits
Latin,	3 terms	9 credits
Methods in Teaching Domestic Science and Domestic Art,	3 terms	6 credits
Required Electives	35-39 credits	

ENDORSEMENT OF COUNTY SUPERINTENDENTS.

The County Superintendents of West Tennessee, in conference on June 20, adopted the following resolution by unanimous vote:

"Believing that an efficient teaching body is the greatest need of our school system, and seeing that this Normal School is so splendidly equipped for supplying this need, we advise and insist that our public school teachers in this section of the State enlist their interest with this school."

List of Text Books.

DEPARTMENT OF EDUCATION.

School Management: Dutton.

General Psychology: A Primer of Psychology, Titchener.

Elementary Psychology: Haleck's Psychology and Psychic Culture.

Educational Psychology: McMurry's How to Study.

History of Education: Monroe's History of Education.

Child Study: Kirkpatrick's Child Study.

DEPARTMENT OF ENGLISH.

English Grammar: Scott and Southworth; Maxwell's Advanced Lessons.

Rhetoric and Literature: Scott and Denny's Composition-Rhetoric and Brook's English Composition, Book 2.

Composition-Literature: Hanson's Two Year Course in English.

Teaching of Elementary English: Chubb's Teaching of Elementary English and Curry's Literary Readings.

American Poetry: Page's Chief American Poets and Macmillan's Southern Poets.

Teaching of High School English: Carpenter, Baker and Scott's Teaching of English, and College Entrance Requirements.

Anglo-Saxon and History of English Language: Smith's Anglo-Saxon Primer and Lounsbury's History of English Language.

DEPARTMENT OF MATHEMATICS.

Arithmetic: Jones' Practical Arithmetic.

Algebra: Milne's Standard.

Geometry: Wentworth-Smith Plane and Solid.

Trigonometry: Wentworth.

DEPARTMENT OF HISTORY.

American Review History: Muzzey's American History and McKinley's Outline Atlas.

American History: (4A) Hart's Essentials in American History. Hart's Source Book and McKinley's Outline Atlas.

American History: (Senior) Thwaite's The Colonies.

Tennessee History: McGee's Tennessee History.

Civil Government: Boynton's School Civics.

Roman History: Morey's History of Rome, Munro's Source Book in Roman History, and McKinley's Outline in Roman History.

English History: Walker's Essentials in English History; Kendall's Source Book and Smith's Outline in English History.

DEPARTMENT OF SCIENCE.

Physics: Adams' Physics for Secondary Schools, and Millikan and Gale's Laboratory Manual.

Physiology and Sanitation: Davidson's Advanced Physiology and Hygiene.

Chemistry: McPherson and Henderson's "An Elementary Study of Chemistry and Laboratory Manual."

Geology of Tennessee: Safford and Killebrew's Geology of Tennessee.

Geography: Dodge's Advanced Geography.

DEPARTMENT OF LANGUAGES.

Latin: Beginning Latin, Pearson's Essentials of Latin, Second Year Latin, Bennett's Caesar, Bennett's Latin Grammar; Allen and Phillips' Latin Composition.

Teachers' Course in High School Latin: Any Latin Grammar, Caesar and Cicero.

German: Beginners' German. Wesselhoeft's Grammar, Bacon's "Im Vaterland."

Advanced German: Gronow's "Jung Deutschland," Hillern's "Hohw als die Kirche."

French: Beginner's French. Chardenal's Grammar. Bruce's "Lecture Faciles."

Advanced French: Grammar, Talbot's "Le Francais et Sa Patrie," Worman's "Echo de Paris."

DEPARTMENT OF AGRICULTURE AND BIOLOGY.

Herrick's General Zoology.

Duggar's Agriculture for Southern Schools.

Hodge's Nature Study and Life.

DEPARTMENT OF INDUSTRIAL ARTS.

Manual Training: Elementary Woodwork. King's Elements of Woodwork. King's Looseleaf Notebook.

Domestic Science: Williams and Fisher's Elements of Theory and Practice Cookery.

Art: Dooley's Textiles.

COMMERCIAL DEPARTMENT.

Bookkeeping: Twentieth Century Bookkeeping and Accounting; Saddler-Rowe Banking; Farm Accounting, Bexell.

Commercial Law: Richardson's.

Shorthand: Gregg Manual; Eldridge's Dictation; Office Training, Sorrelle.

Typewriting: Rational.

Business English: Hagar's.

ENROLLMENT.

NORMAL AND ACADMEIC STUDENTS.

Allen, Marion Goodman.....	Mississippi
Allen, Bridger Bailey.....	Mississippi
Allen, Alonzo Durward.....	Mississippi
Anderson, J. G.....	Henderson
Andrews, Mary Florence.....	Shelby
Andrews, Sarah Shepherd.....	Dickson
Ashford, Mary	Shelby
Baker, Minnie Elleine.....	Madison
Baker, Maggie Maie.....	Shelby
Bailey, Mary Frances.....	Mississippi
Bailey, Felicie	Shelby
Ball, Ernest Carradine.....	Gibson
Ballard, Annie Laurie.....	Shelby
Barr, Anna Lucille.....	Shelby
Barrow, Elizabeth	Shelby
Barrow, Genevieve	Shelby
Bass, Hortense	Gibson
Baugh, Laura Louise.....	Shelby
Baugh, Mabel	Shelby
Bearden, Eula	Shelby
Bedwell, Willard Wesley.....	Gibson
Belote, James Carl.....	Shelby
Bennett, Robbie Lee.....	Gibson
Berry, Robert	Arkansas
Berry, Sam	Arkansas
Betts, Ruth Marie.....	Shelby
Biggs, Granville	Shelby
Bonds, Rivers	Shelby
Boone, Jessie Watson.....	Gibson
Branch, Helen Gould.....	Shelby
Branch, Esther	Shelby
Bradford, Bessie	Shelby
Bright, Annie E.....	Crockett
Brinkley, Lucile	Shelby
Brint, Lona Mai.....	Shelby
Brooks, Esther Elizabeth.....	Shelby
Brown, Mary Mildred.....	Shelby
Brown, Mildred Myrtle.....	Shelby
Brown, Charles Spurgeon.....	Shelby
Brown, Margaret Wade.....	Missouri
Browning, T. J.....	Henry

Browning, L. B.....	Henry
Bryan, Bessie	Tipton
Buckley, Ida Lewthwaite.....	Shelby
Buffaloe, Syrena Blanche.....	Lauderdale
Caldwell, Larita	Obion
Canada, Nadyne Faye.....	Shelby
Cannon, W. Dunlap.....	Haywood
Cantrell, Nancie Gertrude.....	Hardin
Cantwell, J. S.....	Gibson
Capooth, Mrs. Rosa.....	Shelby
Cartwright, Ethel	Shelby
Caruthers, Margaret	Shelby
Carlin, Mamie	Shelby
Cash, Mrs. Willie.....	Shelby
Cashin, Carrie	Shelby
Chandler, Mattie	Shelby
Childress, Lucille	Shelby
Clement, Edgar J.....	Benton
Coles, Robbie Jewel.....	Shelby
Compton, Eunice	Carroll
Cone, Pearl	Lauderdale
Connell, Jack	Gibson
Conyers, Fay	Lauderdale
Cook, Mrs. Ada Frances.....	Mississippi
Cooper, Sewall	Shelby
Coopwood, Bessie	Shelby
Corbitt, Willie Pearl.....	Tipton
Corbitt, Bertha	Shelby
Cornelius, Chas. E.....	Hardeman
Cotten, Corrinne	Tipton
Covington, Elizabeth	Shelby
Cox, Lola	Shelby
Crawford, Hugh Preston.....	Fayette
Crawford, Henry Mahon.....	Fayette
Crawford, Charley	Fayette
Crosby, Margaret Mary.....	Shelby
Cummings, Willard Holmes.....	Gibson
Dacus, Charley	Tipton
Davis, Victor Morgan.....	Shelby
Davis, Tommy	Shelby
Davis, Bertie Dean.....	Shelby
Dean, Annie Maie.....	Shelby
Deen, Acenah	Shelby
Dees, Tom	Decatur
Dennison, Charlie Lee.....	Decatur

DePriest, Carrye Jenece.....	Gibson
Derryberry, Amy	Shelby
Dickey, Verna	Shelby
Dickey, Rose	Dyer
Dickerson, Frank	Shelby
Diggs, Sarah Douglass.....	Henry
Diggs, Mary Lou.....	Henry
Dodson, Mattie	Shelby
Douglas, Bertha Frances.....	Shelby
Douglas, James Louis.....	Shelby
Driffin, Berta Belle.....	Tipton
Draper, Jessie Powell.....	Shelby
Driver, Lucy Fay.....	Fayette
Edmondson, Amarilla	Shelby
Edwards, Myrtle	Shelby
Egan, Grace	Shelby
Ellis, Rosa L.....	Shelby
Ellis, Laura Eugenia.....	Shelby
Exum, Nina	Madison
Farmer, Jessie	Crockett
Farmer, Ruby	Shelby
Farris, Jennie	Hardeman
Faulk, Esther	Shelby
Featherston, Purce	Dyer
Fisher, Bessie	Decatur
Flaniken, Sarah Alice.....	Tipton
Flautt, Ruth	Shelby
Fleming, Mary Evelyn.....	Shelby
Fogg, Thelma	Shelby
Fort, Berniece	Shelby
Fortner, Lula	Shelby
Foster, Mitchell Allman.....	Weakley
Garibaldi, Louise	Shelby
Garner, W. T.....	Gibson
Garrett, Mary Lee.....	Weakley
Gaulden, D. V.....	Weakley
Gibbs, Jessie Elizabeth.....	Obion
Goldfarb, Rose	Shelby
Good, Benjamin Hezekiah.....	Obion
Gotten, Maggie	Shelby
Glenn, S. S.....	Madison
Green, Carrie	Shelby
Greenood, Emma	Shelby
Grimes, Margaret	Shelby
Haislip, Earl	Obion

Hall, Thomas	Shelby
Hall, Bessie	Shelby
Hall, E. L.....	Obion
Hamlett, Hylah Mai.....	Shelby
Halpin, Mary Celeste.....	Shelby
Hancock, Marguerite	Shelby
Hanley, Dan McKinley.....	Shelby
Hanley, Bryan Edward.....	Shelby
Hanley, Sadie	Shelby
Hardin, Martha	McNairy
Hargett, John D.....	Dyer
Harris, Cara Lyle.....	Shelby
Harrison, Volla	Gibson
Hay, John Erroll.....	Shelby
Hendrix, Eva	Weakley
Hester, Emma Settle.....	Shelby
Hinton, Theodosia	Shelby
Hobbs, Helen	Houston
Holden, Wilson	Shelby
Holladay, Vivian	Benton
Holley, Maud	Decatur
Holley, Myrtle	Decatur
Holley, O. R.....	Decatur
Hooker, Mrs. R. W.....	Shelby
Hooper, Mrs.	Shelby
Hornsby, Fannie	Hardeman
Howerton, Olivia	Shelby
Howerton, Joel Doan.....	Shelby
Howerton, Huey Blair.....	Shelby
Hudson, Robert Mack.....	Mississippi
Hurley, Lora	Shelby
Irby, Cecil	Shelby
Irwin, Lula	Shelby
Isbell, P. Y.....	Obion
Jackson, Marye Drucylla.....	Tipton
James, Ruth	Shelby
James, Clara	Gibson
James, Stephen S.....	Shelby
Johns, William Homer.....	Madison
Johnson, Amma Frank.....	Shelby
Johnson, Clara J.....	Shelby
Johnson, Emmet S.....	Shelby
Johnson, Leland	Madison
Johnson, Valorus Madison.....	Shelby
Johnson, Ruth	Shelby

Johnson, Vance	Madison
Johnston, Charles	Shelby
Jones, Julian Lancaster	Henderson
Keough, Arthur	Shelby
King, Mary	Arkansas
King, Frank	Shelby
King, Frances	Shelby
Kirby, Bernice Teague	Madison
Kirk, Daisy	Shelby
Lanier, Lamiza	Shelby
Lasley, Carl	Obion
Lea, Robert McKie	Shelby
Levy, Leah	Shelby
Lister, Ione	Gibson
Livingston, Florence E.	Shelby
Lucas, Lois	Shelby
Mallery, Mrs. M. J.	Shelby
Malone, Laura	Shelby
Malone, Mary Irwin	Shelby
Maloney, Ernest	Obion
Manley, J. N.	Henderson
Mann, Carrie May	Shelby
Martin, Ethel	Lauderdale
Martin, Mamye	Shelby
Maxville, Alline	Kentucky
Miller, Willie Bess	Shelby
Miller, Mamie D.	Mississippi
Miller, Lester	Dickson
Miller, Arthur	Dickson
Mims, Kate	Shelby
Mims, William Dinguid	Shelby
Mitchell, Ida Pearl	Shelby
Mobley, DeWitt Talmage	Shelby
Monasco, Juanita	Shelby
Montgomery, Bedford Lafayette	Decatur
Montgomery, Connie	Henderson
Moore, Mrs. Reine	Shelby
Moore, Naoma	Shelby
Moore, Katheryn Lillian	Haywood
Morris, Lizzie	Shelby
Morris, Katie	Shelby
Mosby, Beula	Mississippi
McCabe, Emma	Dyer
McCalla, Bessie	Shelby
McCalla, Lottie	Shelby

McCarter, Robert Smith.....	Shelby
McClain, Elizabeth	Shelby
McCoy, Lou Nettie.....	Lauderdale
McCuen, Eula Forsythe.....	Shelby
McDaniel, Lorena	Shelby
McDowell, Elizabeth	Shelby
McIllwain, Terrell	Decatur
McIntosh, Odie	Shelby
Naylor, Hazel	Obion
Neale, Ruth	Shelby
Newton, Henry	Hardeman
Nichols, Gertrude	Obion
Norris, Lucile	Shelby
Norris, Mertice	Shelby
Norris, Alma	Shelby
Oglesby, Annie Lorena.....	Shelby
Outon, William Morgan.....	Shelby
Pate, Ethie King.....	Lauderdale
Pate, Annie	Madison
Parrott, John Clifton.....	Shelby
Pennel, Gladys	Tipton
Phillips, Mollie	Shelby
Pierce, Ethel Davis.....	Obion
Pittman, Mrs. D. D.....	McNairy
Plunk, Albert C.....	McNairy
Podesta, Vera	Shelby
Posey, Lucille	Obion
Power, John (Miss).....	Shelby
Prescott, Vincent	Shelby
Prewett, Eugene	Fayette
Prewitt, Wallace Leonard.....	Shelby
Prewitt, Rachel H.....	Shelby
Pulliam, Perry	Fayette
Rabb, Hester	Mississippi
Ragland, Rebecka	Shelby
Raines, Herschell	Decatur
Rainey, Helen Mai.....	Mississippi
Ramey, Eudora	Shelby
Rawlings, Mary	Shelby
Ray, Alma	Shelby
Raymond, Virgin	Shelby
Reece, Emma	Mississippi
Register, Vesta	Dickson
Reid, Lovie	Madison
Rhodes, Velma	Tipton

Rogers, Barney	Decatur
Rogers, Samuel Tate.....	Decatur
Rogers, Winnie Louis.....	Arkansas
Ross, Pauline	Shelby
Rousch, Florence	Shelby
Rushing, Mrs. Mary Woodson.....	Benton
Rutland, Evelyn	Shelby
Rutland, Jas. Kimbrough, Jr.....	Shelby
Sawls, Sudie Mae.....	Alabama
Sellers, Nelile	Mississippi
Sharpe, Aila	Arkansas
Shearer, Franklin Wells.....	Shelby
Shepherd, Nell Graham.....	Shelby
Shults, Herbert Dewey.....	Shelby
Shultz, Myrtie	Benton
Sidle, W. M.....	Shelby
Sigman, Ernest Hinlon.....	Shelby
Sigman, Annie	Shelby
Silk, Nell	Shelby
Simmons, T. L.....	Shelby
Simmons, Ruth Virginia.....	Shelby
Simmons, Roy	Shelby
Smith, Roy	Decatur
Smith, Myron	Decatur
Smith, Lila May.....	Shelby
Smith, Fannie Belle.....	Shelby
Smith, Clara	Shelby
Stahmer, Lenora	Shelby
Stanton, Eula	Shelby
Stephens, Lillian	Shelby
Stewart, Gladys Annie	Shelby
Stovall, Lillian	Lauderdale
Street, Mrs. J. A.....	Georgia
Striegel, Ray	Shelby
Strong, William Dudley.....	Shelby
Strong, Pauleen	Shelby
Stroup, Hubert Clark.....	Shelby
Stubblefield, Grover Carl.....	Shelby
Sullivan, Annie Mai.....	Shelby
Swind, Mrs. Ida.....	Shelby
Swinebroad, Ruth	Shelby
Tarlton, A. C.....	Decatur
Taylor, Edith	Shelby
Taylor, Charlotte Virginia.....	Shelby
Terrell, Lucille	Shelby

Thomason, Louise	Shelby
Thompson, Lillian	Shelby
Thweatt, Elizabeth	Shelby
Tisdale, Annabel	Chester
Tomlinson, Rachelle	Madison
Torreyson, Grace	Shelby
Trudel, R. E.	Shelby
Tucker, Vesta Artrelle.....	Shelby
Turner, Mayme	McNairy
Valentine, Jessie	Shelby
Valentine, Rubie	Shelby
Wainwright, Faye Malvena.....	Shelby
Wallace, Ruth	Shelby
Walker, Louise	Fayette
Ware, Mrs. B. P.	Arkansas
Ware, Ardele	Arkansas
Watson, Willard Vann.....	Henderson
Webb, Ella Olivia.....	Shelby
White Clyde	Decatur
White, Ottis	Shelby
White, R. E.	Henderson
White, Nannie Estell.....	Decatur
Whitten, Bella	Shelby
Wiley, Mary	Tipton
Wilhite, James Robert.....	Shelby
Wilkinson, Samuel Allen.....	Shelby
Wilkins, Mal Butler.....	Shelby
Williams, Diana	Shelby
Williams, Mabel	Shelby
Williams, Myrl	Shelby
Williams, Pattie	Shelby
Williams, Carrie	Shelby
Williamson, Mary	Shelby
Wilson, Vermonta	Shelby
Wilson, Ella Lee.....	Madison
Wilson, C. W.	Shelby
Wilson, Rhea	Shelby
Wilson, Ruth Olive.....	Shelby
Winfrey, Nannie	Henderson
Witherington, Leona	Tipton
Woody, Bessie	Shelby
Woodfin, Elsy Pauline	Obion
Worley, Arthur Robinson.....	Obion
Worley, Ben	Obion
Wright, Minnie	Obion

SUMMER TERM.

Abbott, Mrs. Mosie.....	Dyer
Allen, Mary	Madison
Allen, Mrs. Julia W.....	Shelby
Allen, Floy Rita.....	Shelby
Alsworth, Mrs. Harvey.....	
Anderson, Essie	Shelby
Anderson, Allie	Lauderdale
Anthony, Ruth	Lauderdale
Anthony, Leora	Shelby
Argo, Lorena	Carroll
Armour, Florence	Fayette
Ashworth, Grace	Shelby
Ashford, Mary	Shelby
Baker, Maggie Maie.....	Shelby
Bailey, Felecia	Shelby
Bailey, Zula	Madison
Bailey, Bessie	Shelby
Baird, Alice	Tipton
Barron, Annie	Shelby
Batte, Ruby	Shelby
Baughn, Lida	Chester
Baxter, Louise	Weakley
Beaver, Lillian	Tipton
Beaver, Bessie	Tipton
Bell, Jennie	Dyer
Belle, Rosa	Carroll
Bentley, Lucy	Lauderdale
Bettis, Lelia Sue.....	Lauderdale
Bevill, Ruby	Gibson
Bibb, Maggie Lou.....	Lauderdale
Biggs, Jennie	Shelby
Bill, Carrie V.....	Shelby
Black, Leila	Dyer
Black, Lucy	Hardeman
Black, Edna	Hardin
Blount, Betarice	Decatur
Bobbitt, Francis W.....	Weakley
Bond, Grace	Shelby
Booth, Anna	Shelby
Booker, Lola	Hardin
Booker, Howard	Hardin
Botto, Rosa	Eufaula, Okla.
Branch, Sarah	Shelby
Branch, Lila	Shelby